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CORRELATES OF PROFESSIONAL ROLE ORIENTATION
IN TEACHING

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Correlates of Professional Role Orientation in Teaching" submitted by Nicholas P. Hrynyk in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

ABSTRACT

This thesis is a report of an investigation of the nature of professionalism among Alberta teachers. The study investigated relationships between teacher membership in groups derived on the basis of school, technological, core-organization and personal-educational background factors and scores on a specially prepared Professional Role Orientation Scale. The scale provided a total score and sub-scale scores which measured orientation to the knowledge, service, core-organization, colleague-profession and student-autonomy dimensions of professionalism. Data for the study were obtained from a sample of 1162 Alberta teachers.

Professionalism was defined as an occupational ideology involving beliefs related to the five dimensions. Professional role orientation was postulated as a cognitive determinant of behavior related to these five dimensions. Eight general hypotheses were derived from the theory and related research. Analysis of variance, product-moment and Chi square statistics were employed in testing the hypotheses.

The results of the statistical analysis indicated that there was a positive monotonic relationship between the size of school staff of which teachers were members and total scores on the PROS, and the sub-scale scores measuring

knowledge, core-organization and colleague-profession orientation.

Significant differences among mean scores of groups classified according to teaching position were indicated for orientation to the knowledge, core-organization, colleague-profession and student-autonomy dimensions, as well as for total professional role orientation. Higher scores were generally associated with "higher status" positions. Knowledge, colleague-profession, student-autonomy and total PROS scores were found to be related to classification on the basis of curriculum specialization.

In general, higher scores on all of the scales were associated with greater participation in the affairs of The Alberta Teachers' Association and with stronger commitment to the goals and officers of the Association.

Male sex and married status were found to be associated with higher scores on the knowledge, core-organization and colleague-profession sub-scales and on the total PROS. A positive monotonic relationship was indicated between years of teacher education and knowledge, core-organization, colleague-profession and total PROS scores. In addition to association with these four variables, teaching experience was found to be related to service orientation.

It was concluded that different groups of teachers exhibit a wide variety of variations in the patterning of their professional role orientation and that variations in total professional role orientation and orientation towards the five dimensions of professionalism were related to a number of background classification variables. Two general types of configuration patterns of PROS scores were observed. One was high on orientation to knowledge, to the core-organization and to colleague-profession dimensions. The other was high on orientation to service and to student-autonomy. The variation in professional role orientation was taken to be an indication that different groups in the occupation progressed to different points on the professionalization continuum. Of interest to students of educational administration was the tendency for school administrators to be considerably more positively oriented than other groups towards all the dimensions except student-autonomy. Also of interest, in view of the fact that all teachers are members of it, was the variation in orientation towards The Alberta Teachers' Association as the core-organization in the professionalization movement for teachers. It was concluded that this study provided evidence of "maturing" professional attitudes among various segments of the occupation.

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CHAPTER I

INTRODUCTION

Among the aspects of the occupational structure of society which have been major concerns of social scientists are those associated with the study of human relationships within the formal organizations in which people work. Recent speculations regarding occupational society have led to the conclusion that at least some human beings develop an occupational awareness which goes beyond the boundaries imposed by the formal organization. The "professions" appear to be manifestations of one such set of occupational orientations (11, 13, 18).

Observers of occupational society are well aware that there are strenuous efforts on the part of various vocational groups to gain for themselves increased status and recognition in society (3, 14, 16). Taylor has described "the rising tide of professionalism as one of the most striking characteristics of contemporary occupational organization" (20, p. 110). Parsons has also noted the general significance of professions in the occupational sphere of modern society:

Comparative study of the social structures of the most important civilizations show that the professions occupy a position of importance in our society which is, in any comparable degree of development, unique in

history. ...it seems evident that many of the most important features of our society are to a considerable extent dependent on the smooth functioning of the professions. (17, p. 34)

It is the view of this study that the members of the teaching occupation may be one occupational group which holds such a "position of importance in our society." There is probably no more common theme to speeches and writings directed at teachers than exhortations calling on them to become "more professional" or to fulfill "their professional obligations." However, Lieberman has noted that:

Education has been by-passed by the professional revolution which has done so much to transform our society. However, such a revolution can not be delayed much longer in education. (10, p. 76)

Teachers' efforts to gain status and prestige have been linked with their attempts to establish a professional identity. Since it is essential that such strivings serve the welfare of society, a systematic study of the nature of professionalism among Alberta teachers appeared to be desirable. Although numerous studies which may have implications for teacher professionalism have been conducted, no study has yet attempted to investigate this field per se.

I. THE PROBLEM

Caplow has stated that "it is by consensus and by the sharing of attitudes that occupational groups on the large

scale become sociologically meaningful" (3, p. 130). He has also contended that sets of occupational attributes exist for each occupation, and that these make up a special kind of sub-culture which demands a special orientation on the part of its members. The nature of this "consensus" and orientation in the teaching occupation was the primary concern of this study.

The conceptual framework for this study and the considerations from a review of the related research, which will be discussed in later sections of this report, suggested that a fruitful approach to the investigation of the nature of teacher professionalism would be through the analysis of professional role orientations.

Statement of the Problem

The purpose of this study was to determine differences in occupational orientation among selected groupings of Alberta teachers and to identify some of the factors which might be related to these differences. The full statement of the basic problem hinges on numerous definitions which will be provided in connection with the consideration of the conceptual background to this study.

The research problem. The research problem involved a study of the nature of teachers' professional role

orientation through comparison of groupings within a cross-sectional sample of Alberta teachers. These groups served as bases for the analysis of variation in professional role orientation; for the analysis of relationships between professional role orientation and teacher membership in various segments of the teaching profession; and for an analysis of relationships among the dimensions of professional role orientation.

The sub-problems. Several researchable sub-problems arose out of the basic problem. Among them were the following:

1. What is the nature of relationships among the five dimensions of professional role orientation?

2. What are the characteristics of patterns of professional role orientations of various teacher groups?

3. What are the relationships between teacher membership in school-factor segments of the teaching occupation and professional role orientation?

4. What are the relationships between teacher membership in technological-factor segments of the teaching occupation and professional role orientation?

5. What are the relationships between teacher membership in core-organizational-factor segments of the teaching

occupation and professional role orientation?

6. What are the relationships between teacher membership in personal-educational-factor segments of the teaching occupation and professional role orientation?

7. What is the relationship between each of commitment to the goals and to the officers of The Alberta Teachers' Association and professional role orientation?

Significance of the Problem

The literature of education is replete with allusions to the need for enhancing the status of teaching as an occupation. The achievement of professional status may have implications for retention and recruitment of teachers, for the nature of their educational preparation, for their relationships with superordinates in school systems, for relationships between students and parents and teachers, and for objectives and operations of The Alberta Teachers' Association. Role orientation may be one indication of the extent of professionalization in teaching.

Lieberman (10) and Goode (8) have noted that the experiences of the established professions indicate that professionalization does not occur within an occupation without the determined mass participation of its members. If the teaching occupation is "on the threshold of a professional

revolution" (10, p. 1) it is important that there be some determination of the kind of guidance which might be given towards this end.

The evaluation of teacher competence and the merit pay controversies are continuing problems in education. Several writers have attempted to link these with being "professional" (1, 2, 21). Parsons' contentions on the need for "universalistic" rather than "particularistic" considerations in the evaluation of achievement in an occupational field bear on the problem of judging the merit of a "professional's" performance. He noted that evaluation was less subject to particularistic considerations within a professional milieu than within an institutional setting (17, p. 42). Perhaps some understanding of this professional milieu in teaching might help to resolve the contentious problem of evaluation.

The need for an understanding, on the part of educational administrators, of teachers' professional role is indicated by Wilensky's note that "each man brings to the role his conceptions of what it is, what it should be, and what it might become" (22, p. 112). Etzioni points to a similar need in his identification of the dilemma facing organizations in matching personal and organizational roles (6, p. 75). The existence of professional norms and their implications for control in organizations is also regarded

as an important consideration for administrators (7, p. 52).

Ingram's findings relating to teacher involvement in The Alberta Teachers' Association raise some questions regarding the relationship of this type of involvement to teacher professionalism. Ingram reported that participation in and commitment to the Association were not necessarily synonymous. He also reported that teachers with differing personal and educational characteristics held different degrees of commitment to the Association and participated in it to differing degrees (9, pp. 184-5). Since administrators and A.T.A. leaders sometimes use participation as an index of teacher "professionalism" it is apparent that a more accurate assessment of their interrelationship ought to prove useful.

Norton reported that Minnesota teachers with more positive professional attitudes exhibited greater readiness to accept the professionalizing efforts of the National Commission on Teacher Education and Professional Standards (15). These findings, together with those reported by Ingram, indicate that a study of professional role orientations of Alberta teachers could reveal considerations of importance to the in-service education program of the A.T.A.

Ratsoy's findings of relationships between education students' sex, years of education and teaching experience and

attitudes towards aspects of professionalism indicated that it should be determined whether similar relationships exist among practicing teachers (19, pp. 189-92).

MacKay's investigations suggested that further research into the relationships between bureaucratic dimensions of school organizations and teacher professionalism would be desirable (12). It was apparent that such investigation would require some considerable previous investigation into teachers' professional role orientation.

The acquisition of professional role has been described by Corwin as a transformation in status. He noted that each type of role conception suggested specific career expectations among nurses. A professional conception led to a different definition of career "success" than the personal-servant type of conception. Emphasis on professional status is accompanied by a need to grasp new role concepts (5). It was apparent that if teachers are to have a new professional role, this would involve a new "role meaning," and that this meaning must be established in terms of the existing situation.

II. THE STUDY

The general approach to the study was to develop an instrument which provided empirical data on professional role

orientation. The data were collected from a cross-section of Alberta teachers. Inferences regarding relationships were drawn from the statistical analysis of this data.

Some of the assumptions made for the study and its limitations are presented below. Definitions and hypotheses are presented in a later chapter.

Delimitation of the Study

This study was concerned with professional role orientation as indicated by cognitive, rather than by overtly active behavior. The sample for this investigation was limited to those teachers who were employed by public school boards in the Province of Alberta during the 1965-66 school year. The conclusions in the study were drawn only from the information which was collected by the instruments employed.

Limitations of the Study

The limitations of this study were inherent in the methods employed. The validity of the mailed questionnaire technique as a method of collecting data relative to role orientation has not been determined. The study was also limited in the extent to which it may be assumed that verbal responses to questionnaires actually described mental states which have important implications for the teaching occupation. No generalizations regarding causal relationships among the

variables could be made, although speculations about such relationships were possible. Consequences of various types of professional role orientations were not considered.

A further limitation might have been imposed by the extent to which the formulation of professional role orientation actually differed from general attitudes towards work. The contention that such orientation is actually a part of a continuum tended to overcome the seriousness of this conceptual limitation.

Generalizations drawn from this study were limited to the teachers who were employed in the tax supported schools of the province. Other variables in other populations might lead to quite different sets of generalizations.

Assumptions

1. It was assumed that it was possible to obtain valid and reliable empirical data which were measures of professional role orientation, and its dimensions, by means of the particular instrument employed.

2. The basic theoretical assumption was that teachers did possess an orientation towards their role as "professionals" which was discrete from their orientation towards their role as members of a formal school organization. The assumption did not deny the possibility of interaction

between these, and other, role orientations.

III. OVERVIEW OF THE REPORT

Chapter I has provided the introduction and the statement of the problem. Chapter II is devoted to a discussion of conceptual bases for the study. Chapter III presents a review of the related research and a statement of the hypotheses and additional definitions which were required. Chapters IV and V are primarily descriptions of the construction and validation of the instruments employed to collect the data, the pilot study and the statistical procedures which were employed in the analysis of the data. The next four chapters report the findings related to the testing of the hypotheses. They are reports of the implementation of the research problem. These reports include a description of relationships between the background variables and professional role orientation scores, and of relationships among professional role orientation scores of various groups of teachers. Chapter X provides a summary of the findings, conclusions and implications. Samples of the instrument and some additional tables are included in the Appendices.

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CHAPTER II

CONCEPTUAL FRAMEWORK

Social movements in modern society involve "group-shared behavior and thought" as well as "regularly defined social relationships" (35, p. v). Each social movement develops an ideology which provides the values, beliefs, norms and rules by which its members abide (35, p. 1 -33). Smelser has described a norm-oriented social movement as "an attempt to protect, modify or create norms in the name of a generalized belief" (59, p. 220). He cited labor movements as examples of such norm-oriented social movements.

Many significant changes in society have been associated with some form of social movement. Whether the development of an ideology and its resultant social movement are manifestations or agencies of change is not clear. But, that the two are associated in some way is generally accepted by social scientists. The study of social change, although of interest for academic reasons, is also practical, since it may provide guidelines for social planning.

The problem posed by this study suggested that the study is an attempt to identify relationships which are part of one such dynamic norm-oriented social movement -- the "professionalization" of the teaching occupation.

Wilensky (66) has indicated the possible general "professionalization" of occupations in North American society and Greenwood provided some substantiation for viewing the professionalization process as a social movement:

The sociological approach to professionalism is one that views a profession as an organized group which is constantly interacting with the society that forms its matrix, which performs its social functions through a network of formal and informal relationships, and which creates its own sub-culture requiring adjustments to it as a pre-requisite for career success (26, p. 207).

Since the general emphasis on the study of social movements is on their groups, rather than on the individuals within them, and Foote has pointed out that individuals identify themselves in terms of categories which are current in the groups in which they participate, (35, p. 11;20), this investigation focused on the study of groups of teachers.

Kuhn suggested that social scientists should follow the example of physical scientists in developing unified theories for their fields. That is, they should observe, describe and classify. Then they should attempt to determine functional and causal relationships among variables. Hypothesis testing, theory formulation and statement of laws would follow (37, pp. 31-4). The study of teaching has tended to follow through these steps. However, as yet, there is a decided lack of comprehensive theory relating to the teaching profession.

The conceptual framework which follows is an attempt to integrate -- in one way -- some of the notions which have been building up during the years. It proposes sociological definitions for the occupational classification "profession" as well as for other concepts for which profession is the root. It also proposes a scheme for conceptualizing the interaction of variables which leads to professionalization of teaching.

I. PROFESSION, PROFESSIONALISM AND PROFESSIONALIZATION

This section of the report presents a consideration of the difficulties encountered by sociologists in defining the concept of "a profession" and proposes a "model" derived from classical criteria. Other "models" of professionalism are also discussed. Some definitions which are based on a consideration of professionalism as an ideology are proposed.

The Problem of Definition

The difficulty involved in the definition of terms is commonly recognized, but sociological terms appear to offer a special challenge. The problems associated with defining professionalism are no less severe. Millerson and others pointed to facets of the problem caused by: (1) semantic confusion

in popular and colloquial usage which is compounded by the use of such prefixes as psuedo-, semi-, quasi-, etc.; and (2) "indiscriminate use of the term to describe different concepts which differentiate occupations, designate formal organizations or associations, and designate licensed vocations" (49, p. 2). Further confusion arises from applying the same name to differing occupational acts. For example, engineering is applied to operating a steam locomotive as well as to bridge designing or construction (49, pp. 1-7; 5, 27-33). (3) There are structural limitations to definitions because many definitions are eulogistically designed to serve a particular self-interest. One such example is a special booklet, The Teaching Profession, designed by The Alberta Teachers' Association (2).

Cogan has noted that some of the difficulties are a result of the failure of writers to appreciate the dynamic character of professions in social structure (12, pp. 47-50).

Perhaps one approach to resolving the difficulties which are faced in preparing a useful definition of professionalism is the same as that which has been employed to resolve similar difficulties when they were encountered in connection with defining "organizations."¹ That is, to

¹For an example based on Weber's original "ideal types" see Blau and Scott (7).

describe "the profession" as a typology of one occupational institution. This approach suggests the existence of some form of continuum for occupational typologies, with the "profession" at one extreme and the "completely unsystematized" occupational groups at the other. Flexner originally saw the possibility of such a continuum fifty years ago (19, p. 910). Similar ideas have been expressed by Goode (22), Gross (27) and Becker (5). These writers all pointed out the possibility of the existence of varying degrees of systematization in occupational orientations towards the dimensions of professionalism. Hence, no occupational group would be likely to completely satisfy an "ideal professional model." The process of movement in the direction of the ideal model is regarded as professionalization.

Examination of the literature indicated that most of the numerous definitions of professionalism which have been offered are based on the work of Flexner (19), Carr-Saunders and Wilson (10) and Lewis and Maude (38). It was also apparent that the occupation of medicine provided the model for these definitions, although the military, the clerical and legal occupations have also been influential in definitions based on the historical model. Bucher and Strauss noted that:

Medicine is usually considered the prototype of the professions, the one upon which current sociological conceptions of professions tend to be based (8, p. 326).

Merton also noted that the medical profession provides a good base from which to begin the study of other professions:

...it was felt that sociological study of the medical school would afford a prototype for comparable studies in other professions. All inquiries into the comparative prestige of professions in American society have uniformly found that medicine commands the greatest measure of public esteem. (48, p. 37)

Models for Professionalism

History in the physical and social sciences has indicated that study in any field is apt to begin with a "none-too-ordered description of phenomena in the field, followed by a cataloguing of them on bases that seem to make sense" (29, p. 144). As understanding grows, generalizations develop, these eventually taking the form of functional models which are useful in analysis and prediction. Hagen said that a model is "a mental construct consisting of a set of elements in interrelation" (29, p. 144). The models of professionalism which follow may not conform with Hagen's requirement of rigor in precise definition, but it was expected that they would usefully serve, at least the first stages outlined above.

A proposed model. The aspects of professionalism which have been offered by various writers in the classical

approaches to a definition of professionalism have been variously referred to as criteria, characteristics, attributes, elements and dimensions. Since this study made an empirical application of these criteria they were referred to as "dimensions" of professionalism. In general, however, a criterion may be viewed as "defining a praiseworthy moral stance of practitioners," and attributes as defining "an objective feature of organization and activity" (5, p. 27). The dichotomy between "idealism" and "practical realism" is resolved in this model by means of the "ideal typology" approach. That is, the dimensions described represent the "ideal." The extent to which this state of perfection is approached by the objective features of an occupation represent its professional attributes (5, pp. 27-9).

The members of a profession may be thought of as collectively holding the required norms, values or beliefs to a degree which ensures that they behave in a manner that is unique to their occupation. Such unique behavior is recognized by their colleagues and by society as "professional behavior." The dimensions which are described below are sub-categories of the general ideology called "professionalism." In this sense they are criteria, but they may also be employed as descriptive attributes to distinguish important features of one occupation from the other. The personal

meanings which an individual member of an occupational group assigns to these dimensions may be thought of as his "orientations toward them." "Orientation" is given further consideration in a later section of this chapter.

As a result of definitions having their roots in a few original writers and of the consistent use of medicine as the prototype model, a certain degree of consistency was found among the various definitions which were investigated. This consistency is illustrated in Table I in the listing of dimensions which were included in definitions by different writers. In this listing, an attempt was made to select writers who illustrated at least some originality and departure from the prosaic approach to attributes or criteria. Most of the names were selected because repeated reference to their work was found throughout the literature surveyed.

Both Goode (22) and Gross (27) have indicated that in all of the different definitions there are no basic contradictions. There are only variations in what is stressed and what is included or omitted. Each of the dimensions in the table, is, therefore, a composite of a variety of statements which seemed to imply a common criterion or attribute. The terms employed in the table to designate dimensions have been adopted from the "values" suggested by Bucher and Strauss (8, pp. 326-31), the orientation dimensions suggested by

TABLE I

DIMENSIONS INCLUDED IN VARIOUS DEFINITIONS
OF PROFESSIONALISM

Writer	Dimension of Professional Orientation				
	Knowledge & Skill	Service Ideal	Formal Organi- zation	Colleagues -Profes- sion	Autonomy -Client
Becker (4, 5)	x	x	x	x	
Caplow (9)	x	x	x		x
Carr-Saunders (10)	x		x	x	x
Clayton (11)	x	x			x
Cogan (12)	x	x			x
Corwin (15, 16)	x		x	x	x
Flexner (19)	x	x	x		
Goode (22, 23)	x	x		x	x
Goodman (24)	x	x	x		x
Greenwood (26)	x	x	x	x	x
Gross (27)	x	x		x	x
Hall (30)		x			x
Klass (36)	x	x	x	x	x
Lewis and Maude (38)	x		x		x
Lieberman (39)	x	x	x		x
Lindsey (41)	x	x			
McGlothlin (44)	x	x	x	x	
Marshall (46)	x	x	x		
Millerson (49)	x	x	x	x	x
Nosow and Form (52)	x	x	x	x	
Parsons (55)			x	x	
Tyler (64)	x		x		
Wilensky (66, 67)	x	x	x	x	

Corwin (14, p. 173) and from the characteristics listed by Wilensky and Lebeaux (67, pp. 283-5) and Colombotos (13, pp. 3-6).

On the basis of the consensus expressed by numerous writers a model for the "ideal profession" which consists of five basic dimensions is proposed. The dimension labels are necessarily short. Therefore, the full extent of the concept of each dimension is described in terms of that part of the "ideology of professionalism" that it represents.

1. Knowledge dimension. The work performed by a professional person is essentially intellectual in character and is based on an esoteric, theoretical body of knowledge. It is directed at the unique solution of problems of others. The required skills, based on the application of this knowledge, are normally acquired through a long period of training at a university. There is usually some form of formal testing and licensing procedure at the end of the training period. It is understood that the professional has a responsibility to maintain his competence and to contribute to the extension of the body of knowledge on which his practice is based.

2. Service dimension. The dimension is characterized by a claim, early in the development of a profession, to a

unique mission in society. The profession offers a unique and indispensable public service, always giving the best impartial service to society. The service, pursued with a sense of mission, is often viewed as being of the type which is essential to the survival of society. A member of a profession is altruistically orientated and is committed to the occupation as a life-time career. He commits himself to provide service whenever the need arises and whatever the circumstances. It should be noted that he may view this societal service as being made either through the application of his practice to the individuals of society, or through the changes which can be wrought in society by his service.

3. Core-organization dimension. In the process of establishing itself it is apparently inevitable that the profession will organize, but the "organization" should not be confused with the "profession." The organization becomes the enforcer of standards of conduct, codes of ethics and attempts to control licensure and admittance to the profession. Outwardly it contends that its sole purpose is to protect society from the unscrupulous who may attempt to practice the occupation, but actually, it may protect practitioners to at least an equal degree from the interference of society. The organization speaks for the profession and provides opportunities

for the growth of circles of collegueship. Ranking and evaluation within the profession are in the hands of the organization, giving it power over its members. Codes of ethics describe appropriate behavior with respect to the greater society, fellow practitioners, unauthorized practitioners and clients. The organization serves as the core around which professionalization advances.

4. Colleague-profession dimension. The notion of collegueship stresses the occupational unity of the practitioners in a profession. Strong identification and affiliation with the profession leads to a concern about who one's colleagues are. The "brotherhood" aspects of collegueship contribute to the social status and exclusiveness of the professions. Common interests lead to a group loyalty and loyalty of one practitioner to another not ordinarily found in other occupational groups.

5. Client-autonomy dimension. This dimension of professionalism is characterized by the fact that members of a profession become involved in sets of relationships with their clients which do not appear to be duplicated in other occupational groups. The professional applies his unique skills which require the use of individual judgment and discretion. This involves him in fiduciary relationships of

trust and faith, placing a responsibility on him that leads him to demand autonomy in decisions related to the practice of his profession. Such autonomy in turn places power over the client in the hands of the professional. The client is usually not able to judge the competence of the decisions or of the practice of the professional, but is in the position of needing a service which he is unable to obtain elsewhere. Hence, a trusting society provides legal and social sanction for the professionals' practice. The client, being unable to place a value on the professional's service usually agrees to pay a fee or fixed charge for it. Changes in the organization of the provision of professionals' services are rapidly producing changes in the ways in which professionals are reimbursed for their work.

Other models. Various students of the professions have noted the limitations of the classical model, when used alone, as an aid to understanding the dynamics of processes occurring within the occupational institution. One of the primary notions to be questioned has been the view of a profession as consisting of a homogeneous group, the members of which hold common values, expectations, attitudes and norms for behavior. As a result, several variations, amendments and additions to the classical approach have been suggested.

Some of these approaches are reflections of recent developments in social systems theory.

The Process Model. Bucher and Strauss proposed a "process" or "emergent" approach to the study of the professions, suggesting a scheme of analysis based on what they called a "common-sense point of view" (8, p. 325). They granted that although the structural-functional approach to the classical model may be useful in "detailing the social structure" of particular professions, it fails to identify subtle aspects of professions which hinge on differences of interests of groups or segments. The writers then proceeded to discuss internal conflict, divergence, patterning of interests, development of coalitions and sub-group identities in the medical profession under the more or less usual classical headings: sense of mission, work activities, methodology and techniques, colleagueship, interests and associations, spurious unity and public relations (8, pp. 326-33).

The most important implication of this model for the present study was that it suggested that a study of the teaching profession should not overlook divergences of orientation to the professional ideology which might occur among various groupings within the total teaching group. The ideas expressed by Bucher and Strauss provided a rationale

for divergence of interests among different groups, yet indicated that the "common fate" of these groups was bound together with the "fate" of the entire occupation.

The Community Model. Goode suggested that the professions are dependent communities within the larger social community. He noted that the criteria usually cited for classification of an occupation as a profession appear to parallel community attributes: members are bound by a sense of identity, few leave the community once they become members, all members share values in common, definitions vis-a-vis members and non-members are agreed upon and shared and are the same for all members, outsiders only partly understand communal action, the community has power over its members and it tends to perpetuate itself socially, if not biologically (22).

The Honorific Symbol. With respect to classical definitions of professionalism Becker noted that:

Such definitions...run afoul of the tension between an objective listing of differentia and the necessity of taking account of the layman's subjective sense that certain occupations are morally worthy of the title of professions while others are not (5, pp. 33-4).

He therefore suggested that the profession should be viewed as "an honorific symbol in use in our society" (5, p. 34).

In proceeding to discuss the characteristics of this honorific symbol he employed five aspects - which corresponded

roughly to the classical criteria - to give it meaning: a body of knowledge; not all people can acquire or use the knowledge; admission control; code of ethics; and, prestige accorded by society (5, pp. 35-8).

Becker saw this honorific symbol as an idealized state and noted that the reality of professional relations does not warrant the assumption of the congruence of practice with this "morally praiseworthy symbol" (5, p. 40).

Discussion of models. The three models discussed above do not differ greatly in substance from the proposed general model for this study. These formulations, in fact substantiate the use of such a general model for the purposes of this study.

The three approaches discussed above verify Hall's distinctions between "the historical model, the organized profession and the attributes of a profession" (30, p. 105). Hall contended that it is the social exchange and resulting relationships that are significant in studying professionalism. Descriptive attributes may be readily recognized but may actually conceal the true nature of a profession (30, pp. 103-5).

The implication of variation in orientation of members of professions towards aspects of these models is a

representation of the dynamic process of professionalization taking place "on a broken front" within any particular occupational group.

Some Definitions

Although the definitions provided above in the form of the proposed model serve to define the basic concept of professionalism as it is used in this study, some synthesis of this definition and definition of related terms is provided in this section of the report.²

Profession. Cogan's analysis of definitions of a profession has drawn on a large variety of sources (12). The conclusions reported by him are not contradictory to those reported here in the section on models of a profession. The following definition is suggested:

A profession is a vocation whose members collectively believe that: (a) Its "practice is founded on an understanding of the theoretical structure in some department of learning or science, and upon the abilities [and skills] which accompany such understanding" (12, p.50). (b) Its primary ethical principle is that it has a duty to offer its unique

²Some of the notions for these definitions have been suggested by working papers supplied by D.L. Mills, University of Calgary.

service for the welfare of the client and society, (d) It involves special relationships of identification, affiliation and loyalty among the members who practice it, (e) It involves special relationships with the persons it serves and with society, (f) It is regulated by a formal organization which has as its concern the welfare of society as well as of its members. The expectation of society is that a vocation must satisfy this system of beliefs to be classed as a profession (12, pp. 48-9).

The closer the members of the vocation adhere to this ideology the closer their vocation is to the "ideal profession." The fact that there may be degrees of commitment to these beliefs should not be overlooked in applying the definition to a particular occupation.

Professionalism. The ideology and associated behavior related to a profession.

Professionalization. The dynamic process whereby the members of an occupational group acquire the necessary beliefs characteristic of a profession.

Summary of Concepts Related to Professionalism

The literature indicated that there is little basic disagreement among writers regarding the criteria which define

a profession. There are only variations in emphasis and hierarchical order of the various criteria. Five dimensions of professionalism which appeared to form the core of the professional orientation were identified. They are as follows:

(1) Beliefs about the practice of the occupation being based on skills acquired after study of an esoteric body of theoretical knowledge.

(2) Beliefs regarding a service ideal and the unique, indispensable, impartial, essential and altruistic nature of the vocation.

(3) Beliefs regarding a formal organization which serves as the core for the professionalization of the occupation. This core-organization is concerned with the destiny of its members as well as with the way in which members serve the interests of society.

(4) Beliefs which provide the members of a profession with a unique sense of occupational unity and identification with their colleagues.

(5) Beliefs regarding the peculiar relationships between a professional and his clients which create unique attitudes towards autonomy in practicing his occupation.

Perhaps no present-day occupation has the total "ideal" orientation towards all five dimensions, but all occupations

hold some degree of attitudes related to them. It also appears that different groups within a single occupation may vary in their orientations towards these dimensions. In other words, both among different vocations and among sub-groups within an occupational group, there may be different degrees of movement towards the "ideal type profession." These degrees of movement are the extent of professionalization of the occupation, and may be indicated by the orientation of the groups towards the five dimensions. Variations in orientations of various groups within an occupation may be an indication of the professionalization process in operation.

Therefore, quantitative continua of professionalism and professionalization are suggested for variations indicated by professional role orientations of different occupations or occupational groups. However, variations within occupational groups suggest the possibility of qualitative continua as well. These are recognitions of the extent of total professionalization and of variations in orientation towards each of the five dimensions.

II. THEORETICAL CONSIDERATIONS RELATED TO ROLE ORIENTATION

This section of the conceptual framework for the study provides a background for the concept "role orientation."

Both terms -- role and orientation -- like, "profession," have been widely used in sociological literature. But also like "profession," and many other sociological terms, they are still in the process of development.

Orientation. In its broadest sense "orientation" is similar to "attitude." It has "both cognitive and cathectic components" (51, p. 279). Orientations are always towards something. Similarity in orientation refers to likeness in any aspect of orientation. Orientations may be "cognitively similar but cathectically different towards the same object" (51, p. 279). They need not be both cognitively and cathectically in agreement to be similar. Newcomb has said that orientations' similarities are not "all or nothing," but are matters of degree (51, pp. 279-80). Smith, Brunner and White have looked on orientations as "tendencies to or determinants of" action. In this sense they differ from attitudes in that attitudes do not necessarily pre-determine action, whereas the sum total of all an individual's orientations is his background for active behavior (60, pp. 29-37).

Role. Role theory deals with patterns of behavior and the ideas which are held regarding these patterns by the participants (57, p. 242). The significance of role theory to this study is pointed out by Super:

Recent studies of occupations as social roles have shown that the role expectations that constitute an occupation result in development of characteristic and sometimes conflicting values and attitudes in members of certain occupations (61, p. 29)

Trow has described a role as "the behavior expected of or characteristic of an individual in a given position" (62, p. 33). That the concept of "cognition" in role theory is generally concerned with description and prescription of orientation to social interaction has been noted by Biddle and Rosencranz. "A belief held for a characteristic of person or position" is a descriptive orientation called an "expectation." This belief may be held by a person or for him. In this study the concern is with expectations that teachers hold for themselves. When the orientation involves "value" with respect to the characteristic, person or position it is called a "norm" (57, pp. 242-50).

Attitudes, norms and reference groups. It is apparent that attitudes and norms of individuals, as well as the reference groups which influence these, are of significance to occupational role orientation.

Hearn has said that "professional practice is a combination of believing, knowing and doing" (31, p. 1). Similar comments by Smith, Brunner and White suggest that professional role orientations are rooted in attitudes towards

various aspects of the occupation (60, p. 1). An attitude may be thought of as "an organized and consistent manner of thinking, feeling and reacting with regard to people, groups, social issues, or more generally, any event in one's environment" (31, p. 50). Hence, it is related to the "meanings one assigns to his job" (65, p. 111), or to his role orientation. Attitudes provide the basis for social adjustment and the assumption of social roles (60, pp. 1-47).

The proposition that human behavior is normatively regulated is generally accepted. Professional norms may provide one regulatory basis for professional behavior. As social rules which bind the behavior of individuals, norms provide a rationale for identification with groups (21, p. 587). The acceptance of professional group norms provides guidelines for behavior which identifies one as belonging to a particular profession (65, pp. 129-31).

"The group which one employs as a basis for self-appraisal" is called his reference group. The normative type of reference group provides sources of values and attitudes which an individual assimilates. The comparative group provides a basis for self evaluation (17, pp. 193-4).

Homans suggested that the adoption of various segments of the teaching occupation as their reference groups by teachers influences their orientation to the occupation in such a way as

to make it consistent with the values, norms and attitudes of that group. He said: "Every group teaches its members to have sentiments which it then proceeds to satisfy" (33, p. 241).

Professional role orientation. It is evident that a thorough consideration of role theory and concepts related to attitudes, norms and reference groups is beyond the scope of the present study. However, for the purposes indicated here, teachers' "professional role orientation" may be thought of as the cognitive determinants of teachers' professional behavior. The statement implies that members of the teaching profession have certain cognitions respecting the ideology of professionalism and its dimensions as they relate to teaching. These cognitions influence teachers' expectations for their own behavior as occupants of the position "teacher." The extent of this self-influence is such that these cognitions actually determine tendencies to action.

It should be noted that the statement refers to determination of tendencies to action, and not to determination of action, since final action may be the result of the interaction of other role orientations with the professional role orientation. For example, there is considerable evidence to suggest that "organizational role orientation" is an important factor in determining final overt behavior. This

interaction of role orientations has been referred to as a "role system" (34, pp. 48-51).

A Typology of Professional Roles of Teachers

The research with respect to occupational roles which is reported in Chapter III suggested that a teachers' professional role might be further sub-classified on the basis of the five dimensions of professionalism. The particular professional "role type" might be looked on as constituting one of the units of the professionalization process (42, p. 224). It is apparent that any particular individual or group of teachers have role orientations which orient them to all of the aspects of professionalism. However, the works of Wilensky and others, suggested that teachers would be more oriented towards one or two of the dimensions than towards others. On this basis the following typology of professional role orientations of teachers is suggested:

1. The Knowledge oriented has an orientation which emphasizes the intellectual application of an esoteric body of knowledge and special skills towards the achievement of educational goals. He emphasizes the academic content of his subject field as well as the unique knowledge that is required for teaching.

2. The Service oriented has an orientation towards a

service Ideal and sees himself as performing a unique altruistic mission in society. This is accomplished through the provision of an impartial, indispensable educational service throughout his working life. He is primarily oriented to providing a service for students under his charge. He may, however, also see teaching as a means to the reconstruction of society.

3. The Core-organizational focuses on the professional organization (The Alberta Teachers' Association) as his primary reference for action. He sees it is the enforcer of standards and spokesman for the profession, but is likely to be more oriented to the organization rather than the professional movement it serves, except where the two coincide.

4. The Colleague-professional stresses a strong identification with his fellow teachers and with belonging to the teacher occupational group.

5. The Student-autonomy oriented stresses the fiduciary nature of his relationship with students, the trust placed in him by society to achieve the goals of education and the autonomy he requires in applying his knowledge and skill to fulfill the demands of this trust.

III. A SCHEME FOR DESCRIBING RELATIONSHIPS AMONG VARIABLES ASSOCIATED WITH PROFESSIONAL ROLE ORIENTATION

This section of the report is concerned with presenting the scheme which was developed to describe relationships among variables associated with professional role orientation. The broad general theoretical background for the scheme was provided by concepts imbedded in social systems theory and in the concepts presented above.

The Teaching Profession as a Social System

This study borrows from the logic and substance of social systems formulations but does not employ these directly in the development of hypotheses. Various limitations do not allow for an exhaustive review of all the ideas involved in general systems theory and their application to the professional social system. The notions employed in this consideration are primarily dependent on Loomis (43), Maccia (45), Hearn (31) and Sanders (58). These writers, in turn, have based their work on some of the originals in the field (45, p. 2).

Hagen has pointed out that there are difficulties associated with the use of system theory in any sociological context because of the complexity of and multitude of

variables involved. However, he commented as follows:

Even a model which, with respect to many functional relationships, merely indicated that between two certain variables a relationship must exist, while admitting ignorance of its nature, could be a highly useful vehicle for the furthering of substantive analysis. (29, p. 151)

Several writers and investigators have demonstrated that it is possible to employ a rationale based on systems theory in the study of professions. Parsons illustrated that the legal profession is one of the mechanisms which maintains balance and stability in the general social system (55, pp. 370-385). Hearn applied systems theory to the social work profession (31) and Orzack and Uglum applied system concepts in their consideration of the profession of optometry.

Orzack and Uglum noted that a profession consists of:

...a set of units or structures that are integrated in such a fashion that the consequences of the activities of each part of the system affect the other units and the interrelationships among these units (54, p. 109)

Etzioni and Smelser have discussed the application of the social movement concept to labor unions (18, pp. 273-4; 59, pp. 61-2). The description of social movements provided by King indicated that some of the ideas were also applicable to professionalization movements (35). The social system model appears to be a suitable general framework for consideration of the teaching profession and processes related to it.

Segmentation as a consequence of social processes.

One of the consequences of processes operating within a social system is "the emergence of many subgroups," and hence, "of many special interests" (35, p. 17). The tendency of systems to segregate into independent sub-systems is generally accepted in systems theory. The emergence of segments within a profession is an example of this segregation process at work.

Several writers have suggested that a profession does not consist of persons holding homogeneous sets of attitudes, but that it is composed of segments which have their own special attitudes, problems, goals and interests within the broad professional group (39, p. 3). Lieberman has been critical of the grouping of persons of widely divergent backgrounds and greatly varying skills in such a way as to emphasize their common membership in the teaching profession (39, p. 37). He said "that teachers really constitute a number of highly diverse occupational groups," and that "instead of regarding teachers of all grade levels and all subjects as specialists within a single profession, we must regard them as a cluster of related but different professions" (40, p. 76).

The National Commission on Teacher Education and Professional Standards has defined "five major segments" of the

teaching profession:

- (1) Those who teach in the classroom or carry out professional activities in higher education.
 - (2) Those who teach in the classroom or carry out professional activities in preschool programs and in elementary and secondary schools.
 - (3) Professional personnel in state departments of education and other governmental agencies, such as the United States Office of Education.
 - (4) Professional personnel in professional organizations directly related to teaching at any level.
 - (5) Professional personnel in voluntary accrediting agencies involved with accreditation of educational institutions for general and specific purposes.
- (50, p. 67)

It noted that "each of these segments includes components which have further divisions in terms of functions performed by their respective specialists" (50, p. 67). For example; the second segment has grade level specialization which in turn has curriculum specialization within it. This segment may also include non-teaching personnel such as principals, consultants and librarians. The complexity of the situation could be further increased by cataloguing actual educational services or roles fulfilled by individuals. As noted by Anderson, education is not a unitary profession (3, p. 143). With others (8) he has contended that study of the variation and dissensus within the profession of teaching may provide more information on operating processes and the nature of the occupation than is provided through considerations which assume homogeneity of role orientations.

The Professional Role Orientation Relationships Scheme

The conceptualization of relationships among variables associated with professional role orientation which is illustrated in Figure I provided the major framework for stating and testing the hypotheses for this study. The variables selected, like many concepts in the social sciences, are rather complex, each being a composite of numerous other variables. The scheme was based primarily on ideas drawn from Turner's work group behavior (63, pp. 213-23) and Loomis' description of relationships in a social system (43).

Several theoretical considerations have already been linked to the emergence of professional role orientation. Further relationships among role, attitudes and background factors are noted in the review of related research.

The three major sets of variables in the scheme consist of: (1) teacher background variables, (2) process-interaction variables, and (3) emergent professionalism variables. The descriptive treatment of the scheme focuses on teacher background variables and the professional role orientation aspects of emergent professionalism. The constructs which are capable of being defined and quantified in this theory in the study are those related to teacher background factors and professional role orientation. Teacher background variables are considered in four sub-sets.

(1) TEACHER BACKGROUND
VARIABLES

(2) PROCESS-INTERACTION
VARIABLES

(3) EMERGENT
PROFESSIONALISM

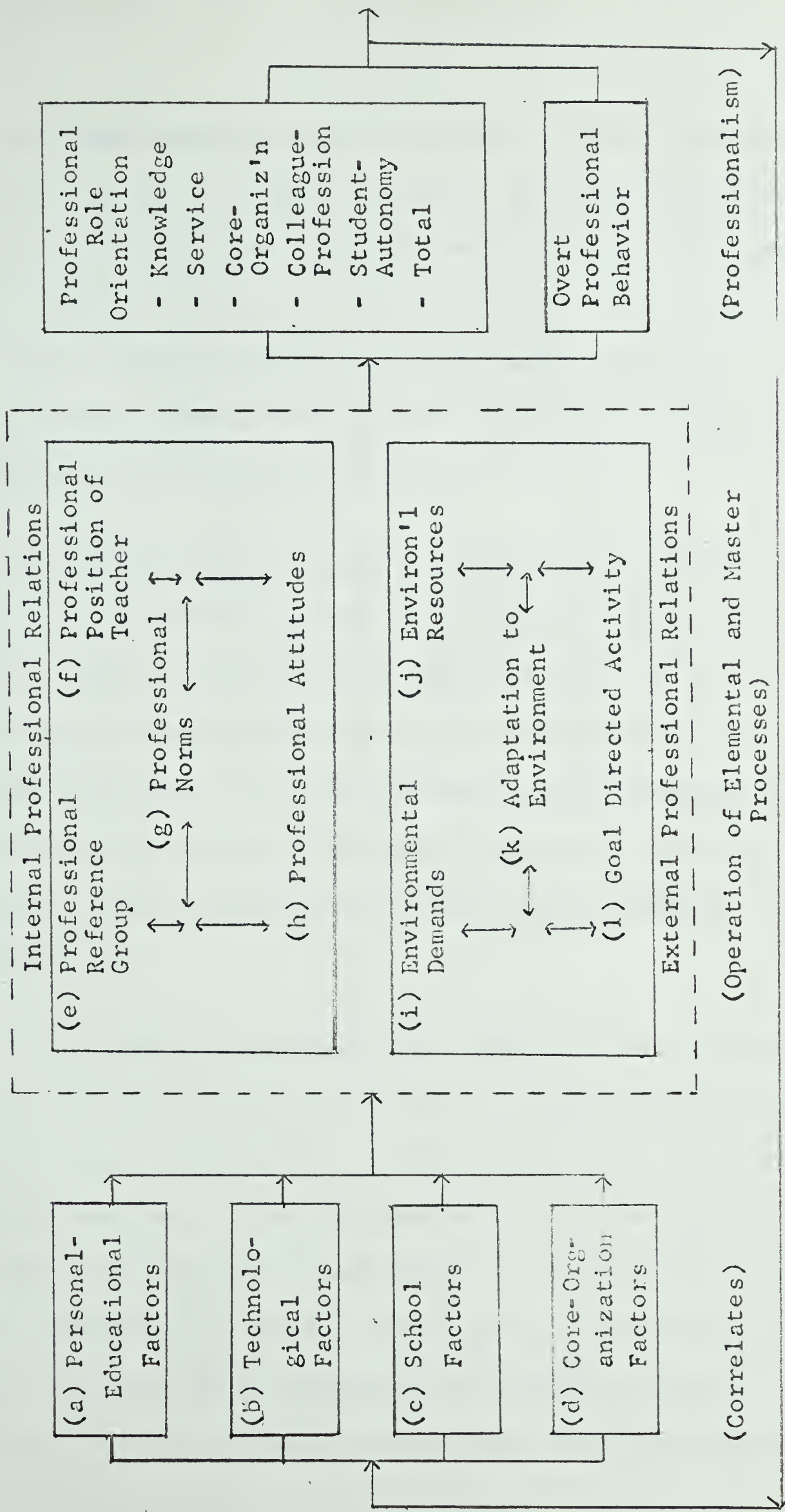


FIGURE I

RELATIONSHIPS AMONG SETS OF VARIABLES IN THE PROFESSIONAL SYSTEM

(a) School factors are those which classify teachers as a result of the particular nature of the school in which they work or of the school district which employs them. Size of school staff; location of school in a city, town or village; type of grade organization in the school and type of school district organization of which the school is a part are examples of such characteristics.

(b) Technological factors are those characteristics which are attributed to teachers as a result of the position occupied by them in the school or school system, or as a result of characteristics which are particularly associated with them as teachers and for no other reason. Examples of such factors are: position in school, such as principals, elementary teacher, guidance counsellor; and curriculum specialization.

(c) Core-Organization factors refer to those teacher background variables which are related to membership in The Alberta Teachers' Association. These may include such things as: office holding in the Association at the provincial or local level; membership and participation in Association committees; membership in special groups set up by the Association and attitudes which teachers hold regarding various aspects of the A.T.A. as well as any other variables associated

with involvement in the organization.

(d) Personal-Educational factors are variables which are descriptive of personal or educational attributes of teachers. They include such things as age, sex, marital status, number of years of education, ethnic background number of years of teaching experience and experience outside the occupation of teaching.

It is postulated that the interaction of various elements in the professional system results in sets of internal and external professional relations. Internal professional relations are influenced by various process-interaction variables (2). They are: (e) the particular professional reference group, (f) expectations for the professional position of teacher, (g) the professional norms of the reference groups, and (h) the resultant professional sentiments. External professional relations are dependent on (i) environmental demands, on the system, (j) resources provided by the environment to the system, (k) the system's adaptation to the environment, and (l) the activity which is directed at goal achievement. Each of these in turn is related to various teacher background variables.

These interactions result in the emergence of professionalism which is expressed in terms of a unique professional

role orientation and overt professional behavior. Although it is recognized that internal and external professional relations may influence role orientation differentially, this scheme has considered only emergent professional role orientations which are related to the five dimensions of professionalism previously discussed.

Each teachers' professional role orientation presents a unique pattern as a result of the interaction of unique variables for each individual. Composite orientation patterns may be described for groups of teachers with similar background variables. This scheme predicts that the unique interaction of variables associated with teachers classified on the basis of various background factors results in varying types of professional role orientations for each of the classification groups.

IV. SUMMARY

The conceptual background for this study is dependent on several theoretical considerations: (1) The concept of "a profession" is regarded as a type of occupational group and professionalism is the associated ideology. Hence, any occupation may be located on a continuum which expresses its progress towards the achievement of the ideology of the "ideal profession." This process is a social movement known

as professionalization. The "ideal profession" involves an ideology which holds particular beliefs with respect to five dimensions of professionalism: the belief that competence is based on the possession of specialized skill based on a theoretical body of knowledge; the belief that a profession exists for the purpose of providing a unique, indispensable and altruistic service which a client is unable to provide for himself; the belief that at the core of the professionalization movement is a formal organization which serves to protect both the practitioner and society; the belief that members of a profession have a unique sense of occupational unity and loyalty to the occupation; and the belief that the practice of a profession involves the practitioner in unique relationships with his client, and that the fiduciary nature of this relationship requires autonomy on the part of the practitioner when decisions respecting the client-service are made. However, the members of a profession are not unified in their beliefs with respect to these dimensions. Variations in interest produce segments within the profession.

(2) Role orientation is the meaning assigned by a person to the requirements of the position he occupies. It is an internalization of one's own role expectations to the extent that they become determinants for action. Professional role orientation governs the tendencies to action

which results in professional behavior. Final behavior may be influenced by other role orientations as well as by those related to the five dimensions of professionalism.

(3) Professional role orientation emerges as the result of the interaction of numerous variables. A scheme, whose concepts were derived from social systems theory, considerations related to role orientation and from a model of professionalism, was developed to describe the relationships involved in these interactions. Various elemental and master system processes articulate the interaction of these complex sets of variables with sets of background variables. These background variables were considered to be the correlates of professional role orientation in this investigation.

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CHAPTER III

ANALYSIS OF THE PROBLEM

The problem stated in Chapter I was, in summary, to determine the nature of professionalism -- as indicated by professional role orientation -- among Alberta teachers; to analyze relationships among some of the variables associated with professional role orientation and to analyze relationships among the dimensions of professional role orientation. In Chapter II the conceptual rationale underlying the study was outlined and a scheme which described the relationships involved in the professional social system was postulated. However before this scheme could serve as a framework for stating hypotheses the evidence of related research in the field had to be examined.

This chapter approaches the analysis of the problem through a summary of related research. The hypotheses which were formulated for the investigation of the problem and some additional definitions are also stated.

I. RELATED RESEARCH

The presentation of related research is divided into two major sections, each related to some aspects of the general problem. A general discussion of research in the field

is also included. The previous research which is related to sub-problems one and two is presented in the section which deals with studies of occupational roles and role studies in general. It is recalled that these sub-problems were concerned with the nature of relationships among the dimensions of professional role orientation and with the characteristics of patterns of professional role orientations of different segments of the teaching occupation. The investigations reported in the second section are related to sub-problems three to seven. These sub-problems were concerned with relationships between professional role orientation and classification of teachers into groups on the basis of various background variables. The investigations reported in section two served as preliminary indicators of correlates of professional role orientation.

General Discussion of Related Research

Although there is a considerable body of research in which investigators have reported on teacher attitudes, teacher characteristics, teacher personality and various aspects of teacher role, there has been very little investigation of these facets with a view to finding their relation to teachers' professional role or to the ideology of teacher professionalism. Most of the studies have been investigations

of the work of teaching rather than of teaching as work. Nevertheless, some of these studies provided useful clues to the formulation of research hypotheses in this investigation.

It is possible that inferences for the teaching profession might be drawn from almost all research in education. However, the studies selected for review in this chapter seemed to account for some of the variability which has been postulated for professional role orientation among teachers. Many of the studies reviewed provided findings which were quite tenuous and some were, at best, viewed as rough indicators rather than accurate predictors of various kinds of relationships. Nevertheless, many of the findings suggested which relationships might most fruitfully be investigated.

It was apparent from a review of the literature that there are many variables which are generally accepted, without question, as being important correlates of teacher professionalism. Education, experience, participation in activities of the professional association are among these.

It was expected that the findings of research in other professions might be significant to the present study. Therefore, a number of such investigations are reported. It was noted that the same difficulties were associated with these studies as with those which investigated aspects of the teaching occupation. It was found that there

is considerable variation in the quality of the research. The lack of standard, or widely accepted definitions, presented difficulties in evaluating the findings.

Role Studies

Total role has been "identified as consisting of all cognitions held for a designated position by relevant persons" (4, p. 56). Apparently, because of the extremely broad nature of this concept, few studies have attempted to consider all aspects of teachers' roles. The most common approaches to role studies in education have been to examine overt behavioral aspects of role, and to investigate occupational status and retention and recruitment in teaching.

Probably as a result of recent interest in schools as formal organizations and of the recognition of increasing attention to "professionalization" of work in occupational sociology, several studies have focused on teachers as members of bureaucratic organizations. A few recent studies have been interested in some aspects of teaching as a profession.

The Commonwealth Teacher-Training study. This investigation by Charters and Waples (4) in 1929, was one of the pioneer comprehensive attempts to collect data respecting teacher roles. The investigators used a national sample of

10,000 teacher respondents to an extensive questionnaire. Teachers were asked to describe their activities, purposes of activities, the persons with whom they had contact, the rooms and part of the school they visited and numerous other characteristics of their activities. This early investigation did not report relationships, normative orientations, cognitions or generalizations about cognitions. The data were not analyzed in any systematic way. The writers merely reported the range of responses without frequencies or relational analyses. However, the study does serve as an example of a "fore-runner" to later studies (4, pp. 56-57).

The Gross superintendent study. The 1958 study of the role of the school superintendent by Gross and others (19) was important in defining the language of role theory and of extending the theory to include role conflict. The investigators collected, by means of extensive interviews, information regarding own and attributed norms, motivations, career history and the like from a 50 per cent sample of Massachusetts superintendents and school board members. The study did not treat background factors in any systematic manner. However, some indications of relationships between background variables and role factors may be inferred. The study found considerable variation between behavioral expectations for

superintendents as held by both school board members and superintendents. The writers suggested that some of the differences between board members and superintendents might have been related to the differences in the positions they occupied in the school organization (39, p. 136). Differences among superintendents might have been related to the size of the school organization which employed them (39, pp. 191-2).

The Kansas City teacher role study. Probably one of the most comprehensive studies of teacher roles to be reported is the 1961 study by Biddle and his associates (4, 5, 6, 18). The investigators carried out extensive interviews to determine own and attributed norms for teacher behavior. Teachers, parents, pupils, school officials, school board members, education students and other students were asked to describe what they thought a teacher's role ought to be. The investigators did not explore the backgrounds of the teacher respondents fully and dealt primarily with school and technological factors.

Among the findings reported were the following: (1) Variations in both norms and expectations existed between persons classified on the basis of educational position (6, p. 145). (2) Differences between the "viewpoints" held by teachers for their own role and the "viewpoints" held by the

"community" for the teachers' role were reported. Teachers were generally more oriented to educational change than was the "public." Teachers saw themselves as "agents" of change because of their special "knowledge" (6, pp. 147-8). (3) Differences in views of teacher autonomy were found to be related to teaching position (18, pp. 60-1). (4) Variations in norms of teacher groups were found to be related to interaction between groups (18, p. 91). The writers concluded that teachers were more sensitive to teacher group norms than to expectations held for them by outsiders (18, pp. 95-6).

Biddle reported a summary of fifty empirical teacher role studies (4). None of these focused on professional role orientation. He reported that a number of studies identified the heterogeneity of teacher backgrounds, but that "no study has systematically isolated background components as experimental variables" (4, p. 81). The majority of these studies reported the existence of variations in role perception and indicated that this variation was related to the position occupied by the "role sender" (4, pp. 75-84).

The Colombotos study. A study by Colombotos (8) was one of the few which attempted to place some attention on professional role orientation in the same sense as the term is employed in this report. Colombotos attempted to identify

relationships between four social origin variables (sex role, social class background, religion, integration setting) and five work-context variables (subject specialization, school climate, advanced training, professional activities, colleague relations) to professional role orientation and its consequences for teaching effectiveness, proceduralism and overtime worked. The data for the study were collected from 545 Michigan secondary school teachers.

The study attempted to cover a very wide area of investigation and was rather superficial in its identification of professional role orientations. Teachers were classified as being oriented to service, knowledge or autonomy. Colombotos reported that males were less professional in total orientation than females and that single females were more professional than married females. He also found that Protestants were more professional than Catholics, N.E.A. members were more professional than A.F.T. members and that professionalism was positively related to amount of university education. Professionalism was judged on the basis of such criteria as rating by superiors, participation in research, professional reading and attitudes. Colombotos reported that teaching effectiveness was positively related to professionalism (18, pp. 125-60).

The Corwin study. In preparing an instrument for use in the investigation of staff conflicts in schools Corwin (10) provided the only fairly comprehensive treatment of professional role orientation to date. The investigation was aimed at determining the nature of role conflict caused by teachers attempting to satisfy both professional and employee roles. The report of the study was primarily concerned with the preparation of the instruments which were to be employed in determining role orientations which were then to be used in the examination of the nature of role conflicts. However, several findings which were reported as a result of this preliminary work were noted. (The instrument is discussed in Chapter IV.)

Higher professional role orientation scores were associated with male sex, urban background, larger schools and longer tenure in the school system.

Other teacher role studies. Studies by Mason and associates (28), Becker (1) and Gittler (16), although not primarily role studies, were related to role orientation as the term is employed here. Mason surveyed 7,150 beginning teachers in the United States (1956-57) to determine relationships between sex role and career orientation and job satisfaction. Becker studied career patterns of Chicago

teachers and Gittler reported on professional characteristics of 118 elementary teachers who had studied at the State University College at Buffalo as compared to the characteristics of fifty-nine teachers who were graduates of an Intensive Teacher Training Program of fairly short duration. All three studies found indications that various dependent variables were related to certain background characteristics.

Mason reported that "few new teachers intended to stay in teaching," and that a larger proportion of women than men intended to leave teaching, at least temporarily (28, p. 401). Teachers' role as females appeared to dominate their occupational role. Males expressed aspirations to move from classroom teaching to administrative posts. Mason interpreted both of these findings as impediments to professionalization of teaching (28, p. 401).

Beckers' findings indicated that Chicago teachers tended to be more interested in horizontal mobility (school to school) than in vertical mobility (position to position). Becker concluded that these teachers were more concerned with the social nature of their vocation than with its professional demands (1, pp. 426-7). He speculated on whether this was a result of working in a large, complex city school system.

The findings reported by Gittler suggested that

teachers who graduated from a degree program in teacher education were more concerned with educational objectives in evaluating educational innovations, and with classroom management and clerical routines than those who graduated from an Intensive Teacher Training Program. The latter group tended to be more concerned with pupil welfare, with continuing their education and with providing educational experiences for students even if these disrupted classroom routines (16, pp. 400-2).

Studies by Miller (32) and Wandt and Aikman (45) noted that beginning teachers lacked an awareness of their role and that "discrepancy between idealized teaching position and teaching position actually obtained was related to teachers' persistence in the profession" (45, p. 9).

Studies in other professions. An investigation of nursing roles was reported by Holliday (22), and Huntington (23) reported on aspects of role development in medicine. Lortie (26) and Ladinsky (25) investigated career factors in the legal profession.

Holliday compared "nurse role" expectations held by nurses and graduate students in education. He reported that the education student group stressed competence while the nurse group tended to stress "human qualities" in expectations for behavior of nurses (25, pp. 248-9).

The investigation of professionalization of lawyers by Lortie indicated that the acquisition of professional norms was associated with socio-economic background of students, with law school attended and with early and frequent exposure to clients and the practice of law. He also reported that most professionalization took place after a period of time in practice (26, pp. 363-7). Ladinsky found lawyers' role conceptions to be associated with religious-ethnic and socio-economic factors (25, pp. 51-3).

Huntington's investigation of the development of professional role and self-image among medical students revealed that the rapid development of a desirable image was related to early exposure to patients and to patient attitudes towards students (23, pp. 186-7).

General studies of occupational roles. Several investigations which produced classifications of occupational roles have been reported.

Wilensky defined role orientation as "the meanings a person assigns to his job" (46, p. 111). Other writers have employed differing terminologies to express similar concepts.¹

¹For example: Gouldner -- "latent social identity" (17); Habenstein and Christ -- "role perspective" (20); and Reismann -- "role conception" (40).

Four basic role orientation types were identified by Wilensky in his study of employees of labor unions (46, pp. 111-3):

1. Missionary Role -- An orientation to the occupation as a medium of social change and social service.
2. Careerist Role -- An orientation which views the occupation only as a series of activities through which to earn a living.
3. Political Role -- An orientation which views an occupation as a source of personal power.
4. Professional Role -- An orientation which is concerned with the task that can be accomplished by the application of special knowledge and skill.²

In a study of state civil servants Reismann (40) identified groups which viewed their occupation as a means of producing social change (Service Bureaucrats), groups which were primarily interested in "getting the job done" (Specialist and Functionalist Bureaucrats) and groups which were oriented to the more materialistic aspects of the occupation and to rules and procedures of the organization (Job Bureaucrats). Similar categories were identified by Havenstein and Christ in their study of nursing roles (20). They employed the labels: Traditionalizer, Professionalizer and Utilizer to

²Note that the term "professional" is not employed in the meaning assigned to it in Chapter II.

describe nurses interested in the traditional personnel service aspects of their roles, in colleagues and the application of scientific techniques to nursing and in earning a living, respectively. Corwin (11) also identified three basic types of role conceptions among nurses: (1) Bureaucratic -- loyalty to hospital administration, (2) Professional -- loyalty to occupational principles not related to a specific hospital, and (3) Service -- which viewed nursing as a sentimental calling devoted to patient welfare (11, pp. 71-3).

Colombotos proposed the labels: Organizational, Professional and Missionary for similar descriptive categories to those above and applied them to high school teachers (8, pp. 24-5).

Other studies tended to dichotomize the typology into categories which could be roughly labelled "professionally" oriented and "non-professionally or organization" oriented in the sense that the former were found to be oriented to the task and its performance and the latter towards the organization and earning a living.³

A typology developed by Ben-David (2, pp. 255-73) differentiated among types of professional role orientation among

³See Bennis (3), Blau (7), Gouldner (17) and Ohlin (34).

physicians working in an institution supported by insurance payments. He identified physicians who were oriented to: (1) a group of patients -- service oriented, (2) therapeutic efficiency -- bureaucratic, and (3) external status -- science oriented.

The contributions of these studies to the present investigation were primarily in their confirmation of the existence of a variety of role orientations, the existence of a "professional" type of role and in suggestions for the typology of professional roles of teachers. The findings suggest that human beings develop a variety of occupational role orientations and that within classifications of broad categories further variations in role types are likely.

Correlates of Role Orientation

Sub-problems three to seven were concerned with the identification of relationships between various background variables and teachers' professional role orientation. This part of the report of related research identifies some of the factors which have been indicated as possible correlates of professional role orientation. Most of the studies reported are studies of attitudes of teachers and of members of other professions. However, this was not considered to be a serious limitation in view of the conceptualized similarities

between attitude and orientation -- the former differing mainly in the strength of its motivation to behavior.

The Norton study. Norton (33) employed a Guttman type scale to determine the readiness of Minnesota teachers to accept the steps for professionalization proposed by the National Commission on Teacher Education and Professional Standards. He devised an attitude questionnaire and distributed it to a broad sample of school systems in Minnesota. Norton's findings supported the contentions that claim the teacher force to hold heterogeneous sets of attitudes. The forced choice (agree-disagree) approach tended to polarize responses and eliminated "fence sitters."

Norton reported that his study revealed positive monotonic relationships between years of teacher education and experience and professional attitudes. He found no differences in attitudes between male and female teachers but did find differences among teachers who graduated from different types of training institutions. Graduates of Faculties of Education scored higher on the scale than those who graduated from teachers' colleges.

The Ratsoy study. Differences in attitudes among 1,983 education students at the University of Alberta were the object of investigation by Ratsoy (39). He reported on

the relationships between such background factors as sex, age, marital status, reference group, academic proficiency, occupational aspiration, anticipated length of university education, curricular specialization and type of preparation program pursued and attitudes as measured by a specially constructed Education Profession Attitude Questionnaire.

Ratsoy found sex, curriculum major and experience in teaching to be the most discriminating independent variables on the attitude scale. Ratsoy also included an analysis of relationships of scores on scales of the Omnibus Personality Inventory.

Some other teacher attitude studies. Getzels and Jackson (15) have reported that more than fifty studies involving the Minnesota Teacher Attitude Inventory (MTAI) have come to their attention. The scale was constructed to "measure those attitudes of a teacher which predict how well they get along with pupils in interpersonal relationships, and indirectly how well satisfied they will be with teaching as a vocation" (15, p. 508). These studies have generally indicated that teacher attitudes can be related to various teacher characteristics and that use of a Likert-type attitude scale is useful in research involving teachers. Although the various studies involving the use of this instrument are interesting they were not considered in detail in this report since they focus

on particular aspects of the teaching situation rather than on global orientations to the occupation of teaching.

One study cited by Getzels and Jackson is a report by Guba, Jackson and Biddle which indicated that teachers who were educated in teachers' colleges were more professionally oriented than those who entered teaching through the liberal arts college (15, p. 547).

Phillip's study reported higher scores on the MTAI among elementary teachers than among high school teachers. He also reported differences in attitudes based on other characteristics such as sex and education (37). Cook and his associates reported that teachers' attitudes were related to the type of school in which they taught, teaching level and educational background (9).

The Ingram study. Ingram (24) reported an investigation of involvement of members in The Alberta Teachers' Association. The extent of member participation in social, political and educational affairs of the A.T.A. and the degree of member commitment to the goals, officers and the Association as a whole was determined by means of instruments devised for the study. Ingram compared actual commitment and participation with expected commitment and participation, as these were indicated by responses from approximately 1,000 randomly selected members of the Association.

Among his findings were the following: Expectations for participation were higher than actual reported participation. Those teachers who were active participants tended to be active in all three areas of Association activity, but each type of participation appeared to be somewhat discrete from the other. Participation and commitment tended to have a low correlation with each other. Sex of teacher and teaching position were the only teacher characteristics significantly related to participation. However, years of teacher education and experience were also found to have some influence in this relationship. Male administrators with four or more years of experience were most committed to the Association. The Ingram study provided a good base from which to start the investigation of professional role orientation and core-organization relationships.

Attitude studies in medicine. Some extensive investigations of attitudes of medical students were carried on at Columbia University by Merton and his associates (29). Huntington (23) and Fox (14) found that professional attitudes of medical students improved with contact with patients.

Rosinski (41), Rosinski and Miller (42), Eron (13), Miller and Erwin (30, 31) and Parker reported that professional attitudes of medical students were related to such factors as educational background, contact with patients and

personal anxiety.

Other related research. Rosner and DiPasquale (43, 44) reported an investigation which led to the development of a thirty-one item Professional Characteristics Check-list. These investigators employed a critical incident technique to "suggest the major dimensions of professional teacher behavior" (43, p. 1). One hundred-ninety teachers described professional and unprofessional behavior and suggested approximately 1,300 characteristics associated with professional behavior. These were reduced to 146 "superficially non-identical characteristics" (43, p. 2) and eventually to thirty-one professional characteristics. Most of these thirty-one may be easily classified into categories on the basis of the dimensions of professionalism postulated for the present study.

Hall (21) reported on the stages of medical careers. He found that careers constituted a series of adjustments to the power structure in the profession. The established specialties were primarily the constituents of this power structure. Since they tend to "run" the professional organization a young professional must orient himself positively to this group and to the organization to experience career success. Similar findings were reported for the legal

profession by Ladinsky (25). It is apparent that the practitioners with a high desire for quick career success may discover this required orientation and reflect it in their general professional role orientation.

Summary of Related Research

Although there were reservations regarding the quality of the research investigated and with respect to the tenuous nature of some of the findings and conclusions, two major implications of this research are apparent. First, human beings tend to develop a variety of characteristic occupational role orientations in the work context of society. It is possible to produce typologies of these orientations which make the discussion of occupational roles considerably more systematic. Within each type of orientation to occupational role there exist further variations which are manifestations of "within occupational" interests. It appears that variation in professional role orientation along the five dimensions of professionalism is a realistic expectation.

Second, variations in role attitudes were found to be related to a variety of variables which can be classified on the basis of the four background sets in the scheme suggested in Chapter II.

A summary of the findings of related research is presented in Table II. The table lists the variables in terms of

TABLE II

REPORTS WHICH INDICATED RELATIONSHIPS BETWEEN
BACKGROUND VARIABLES AND PROFESSIONALISM

Background Factor	Investigator Suggesting Existence of Relationship
School Factors:	Becker (1), Cook (9), Habenstein and Christ (20), Corwin (10), Ingram (24), Pearlin (36)
School size, location of school, grade organization	
Technological Factors:	Becker (1), Blau (7), Colombotos (8), Corwin (11), Gouldner (17)
Curriculum Specialization, Position	Ingram (24), Platou (38), Ratsoy (39), Biddle (6)
Core-Organization Factors:	Corwin (10), Colombotos (8), Hall (21), Ingram (24), Ladinsky (25), Norton (33), Platou (38), Wilensky (46)
Office holding, participation, commitment, membership	
Personal-Educational Factors:	Becker (1), Bennis (2), Blau (7), Colombotos (8), Corwin (10), Fox (14), Gittler (16), Gouldner (17), Habenstein and Christ (20), Ingram (24), Ladinsky (25), Lortie (26), Marvic (27), Mason (28), Miller and Erwin (30), Norton (32), Phillips (37), Ratsoy (39), Rosinski and Miller (42), Wandt and Aikman (45), Wilensky (46)
Age, Sex, Marital status, Religion, Ethnicity, Socio-economic status, Education, Experience, Source of Education	

the background factors sets and indicates the name of the researcher who reported finding relationship with a variable in this background set.

II. DEFINITIONS

Various definitions of terms and concepts have already been provided, both explicitly and implicitly, in the conceptual framework. Some additional definitions which were required for the statement of hypotheses and in the succeeding parts of the report are given here.

Teacher. This included any person employed by a public (tax supported) school board who is required by law to be an active member of The Alberta Teachers' Association. (This definition excludes superintendents, deputy superintendents of school districts which employ their own superintendent, and teachers in private schools.)

PROS score. The total score received by a respondent or group of respondents on the Professional Role Orientation Scale. This provided an empirical assessment of "professionalism." A high score indicated an orientation which was regarded as generally nearer to "ideal professionalism." Higher scores are referred to as "more positive." The same may be said of sub-scale scores.

Professional role type. The label, proposed in the conceptual framework, which corresponds to the dimension or sub-scale on which a respondent or group of respondents reported their highest score.

Professional profile. The configuration pattern of sub-scale scores on the PROS as indicated by a plotted graphic illustration.

Type of school district. A school division or county, local public or separate school district not included in school division or county, city public or separate school district.

Curriculum specialization. The subject area in which respondents indicated a special interest, either by education or inclination.

Specialist. A teacher who had a special teaching assignment or consultative function and was not assigned to a classroom on a permanent basis.

Core-organization. The Alberta Teachers' Association.

Participation in Core-Organization. Membership on executives or committees of The Alberta Teachers' Association at the Local and Provincial level, or the indicated frequency

of attendance at A.T.A. Local meetings.

Commitment to the goals and officers of the Association. In Ingram's terms, "the attitude of favorability towards The Alberta Teachers' Association" or to its goals or officers (24, p. 48).

III. HYPOTHESES

It is apparent from the conceptual formulation which associated background variables and professional role orientation and from a consideration of the related research that a number of interrelated variables have been tentatively identified. This section provides a statement of the hypotheses which were proposed to test the relationship of some of these variables to each other. It is also apparent that the number of variables that could enter into hypothesis statement is very large. This would have produced a cumbersome number of hypotheses to deal with in the remainder of the report of the investigation.

It was therefore decided that only a few general hypotheses would be stated -- one for each kind of relationship postulated. However, it is noted that for each of the general hypotheses a number of specific hypotheses related to specific variables are implied. The testing of hypotheses was actually carried out on the specific implied statements.

Considerable evidence has been provided in the related research to warrant the postulation that teachers develop orientations to their professional role. There was also considerable indication that teaching is not a homogeneous occupation and that there may be considerable variation in professional role orientation. It appeared that this variation in professional role orientation could be linked to various background variables. Therefore, the following hypotheses were formulated:

Hypothesis 1.1. Teacher groups, derived on the basis of various school background factors, differ in degree of total professionalism as indicated by PROS scores.

Hypothesis 1.2. Teacher groups, derived on the basis of various technological background factors, differ in degree of total professionalism as indicated by PROS scores.

Hypothesis 1.3. Teacher groups, derived on the basis of various core-organization background factors, differ in degree of total professionalism as indicated by PROS scores.

Hypothesis 1.4. Teacher groups, derived on the basis of various personal-educational background factors, differ in degree of total professionalism as indicated by PROS scores.

The conceptual bases of this study also suggested that

teachers would exhibit a variety of patterns of professional role orientation. The research reported for occupational roles provided support for this suggestion. The conceptual bases and related research further indicated that this differentiation within the professional role would take place according to the postulated five dimensions of professionalism and that it is related to various background variables. Therefore, it was hypothesized as follows:

Hypothesis 2.1. Teachers grouped on the basis of various school background factors differ along the five dimensions of professionalism as indicated by PROS sub-scale scores.

Hypothesis 2.2. Teachers grouped on the basis of various technological background factors differ along the five dimensions of professionalism as indicated by PROS sub-scale scores.

Hypothesis 2.3. Teachers grouped on the basis of various factors associated with the core-organization differ along the five dimensions of professionalism as indicated by PROS sub-scale scores.

Hypothesis 2.4. Teachers grouped on the basis of various personal-educational background factors differ along the five dimensions of professionalism as indicated by PROS sub-scale scores.

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CHAPTER IV

INSTRUMENTATION

The data required for testing the hypotheses advanced for this study were collected by means of specially prepared instruments. An instrument which provided information on background characteristics of Alberta teachers, A Professional Role Orientation Scale (PROS) which was designed to provide the required information regarding teachers' role attitudes, and an instrument to measure commitment to the goals and officers of The Alberta Teachers' Association were combined into a single Teacher Opinion Questionnaire (TOQ). This chapter deals with the development of the TOQ. A sample of the instrument is provided in Appendix A (p. 243).

I. TEACHER OPINION QUESTIONNAIRE

Some parts of the TOQ were based on other previously prepared instruments. A description of these instruments and of the modifications which were made in them is also provided in this section of the report.

Background Information Section

The data related to background factors were collected from two sections of the TOQ -- the educational-personal

information section and the commitment attitudes section.

Educational-personal information section. The suggestions of previous researchers were used as the basis for selection of TOQ items related to the four categories of background variables -- educational-personal, technological, core-organizational and school factors. The fixed alternative type items required no validation or procedures to determine their reliability since it was expected the information was of the type that was familiar to every teacher and that teachers would not falsify it.

Commitment section. To test certain hypotheses it was necessary to collect data relating to teachers' attitudes towards some aspects of The Alberta Teachers' Association. Two sections of an instrument previously prepared by Ingram (5) were used for this purpose.

The Ingram instrument, a summated rating type attitude scale, provided information regarding the commitment of teachers to the goals and officers of The Alberta Teachers' Association. Items thirty-five to forty-four of the TOQ measure commitment to the goals of the Association and items forty-five to fifty-four measure commitment to its officers. Two examples of each type of item follows:

Commitment to goals: 38. Teachers should protest against working conditions which do not meet the minimum standards established by the teaching profession.

41. Major responsibility for the certification of teachers should not rest with the teaching profession.

Commitment to officers: 46. In general I am satisfied with the leadership provided by the Executive Council of the provincial Association.

51. The executive of the A.T.A. Local Association of which I am a member is not very effective in conducting the affairs of the local.

This commitment scale was originally prepared by Ingram to investigate relationships between member participation in and commitment to The Alberta Teachers' Association.

Items relating to the goals of the Association were obtained from policy statements of the A.T.A., from verbal statements of employed staff and from an examination of the allocation of the Associations' resources to its various activities.

Ingram used various sources for item statements which purported to measure commitment of teachers to the officers of the Association. Items for the final form of his scale were selected on the basis of their ability to discriminate between groups of teachers judged by a criterion panel to be highly committed and those judged to be less highly committed to the goals and officers of the Association.

Ingram reported reliabilities of $r = .83$ for the goals section and $r = .87$ for the officer commitment section of the instrument (5, pp. 61-80).

Professional Role Orientation Section

The PROS was constructed as a Likert-type summated rating scale. It provided scores on total professional role orientation and five sub-scale scores on orientation to knowledge, service, the core-organization, colleagues and the profession and to students and autonomy with respect to decisions related to students. The knowledge, colleague-profession and student-autonomy sub-scales were essentially extensions of similar scales constructed by Corwin and his associates (1). The core-organization and service sub-scales were originated for this study.

The Corwin scale. In preparation for the investigation of role conflicts in schools Corwin developed a scale to measure professional role orientation. The scale was found to have a low correlation ($r = .07$) with an employee orientation scale. Since this study was concerned with teacher attitudes regarding their role as members of the occupation of teaching rather than as members of the formal school organization, Corwin's scale appeared to provide a good base for the preparation of the instrument required in the investigation.

Corwin selected a large number of items from the literature on professions for his scale. These items were deemed by Corwin to have face validity. After screening for duplication

and ambiguity, the remaining items were placed into categories by a panel of sociologists. The result was a grouping of the items into five sub-categories based on aspects of professionalism. These categories were to provide the basis for five professional role orientation sub-scales. The five sub-scales were later collapsed into four sub-scales: client orientation, colleague orientation, orientation to competence based on knowledge and orientation to decision making.

Thirty-three items were selected and formed into a Likert-type questionnaire with response categories "strongly agree," "agree," "undecided," "disagree" and "strongly disagree." These were weighted from one to five in value, the direction of weighting depending on the content of the item. A high score was intended to express a more positive orientation towards professionalism.

To determine which items were best for discriminating between those extremes of the sample which received the highest and lowest total scores, the responses of teachers whose total scores were in the upper and lower quartiles of the total distribution were compared. Mean scale value differences were computed for each item and these were subjected to a Critical ratio test for significance of difference. Where these differences were not significant at at least the .01 level and/or the minimum scale value difference was less

than .32 the items were discarded from the scale. Corwin noted that additional considerations were made in selecting the items but did not specify these considerations (1, p. 175). Sixteen items were selected for the final scale.

The total scale and the sub-scales were subjected to a split-half test for reliability. The split-half reliability of the total scale was found to be $r = .65$ when corrected with the Spearman-Brown prophecy formula. Corwin concluded that the professional role orientation scale was sufficiently reliable. Since there were so few items in the sub-scales they were not deemed reliable and were described as "crude indicators" rather than as true sub-scales. Since errors in measurement tend to produce lower correlations on shorter scales some of the lack of reliability in these sub-scales might be accounted for in this way (3, p. 284).

Correlations of the sub-scale scores with the total score ranged from $r = .54$ to $r = .73$. The intercorrelations among the sub-scales ranged from $r = .07$ to $r = .25$, suggesting that these sub-scales might be rather discrete from one another.

Validation of the scale was accomplished by comparing scores of teachers judged to "high" and "low" professionals on the basis of various criteria such as: education, extent of professional reading and extent of participation in

professional organization activities. The differences between the means of the total scores of the two groups were reported to be significant beyond the .01 level. A group of teachers at the Ohio State University laboratory school, whom Corwin considered to be highly professional on the basis of these criteria, also responded to the questionnaire. Further evidence of the scales ability to discriminate between groups of teachers of varying degrees of professionalism was provided by the fact that this group scored considerably higher than the original "high" validating group (1, pp. 170-189).

Extension and revision of Corwin scale. The PROS was prepared by making several adaptations and extensions to the Corwin scale. The changes included combining two Corwin sub-scales and the addition of two new sub-scales as well as the substitution and alteration of items in the original four sub-scales. A sample of the pilot study form of the TOQ is given in Appendix B (page 251) and a listing of the items included in each sub-scale is given in Appendix D (page 270).

1. Corwin's knowledge sub-scale was extended for the pilot instrument of this study by the inclusion of two additional items which he did not select from his original list (items fifty-four and fifty-five of pilot instrument). These items met the criterion of the critical ratio test for both the sub-scale and total scale comparison. These additions

appeared to be justified in view of Corwin's own comments on the somewhat "arbitrary" nature of his criteria for selecting or rejecting items (1, p. 175). Items forty-eight to fifty-five of the pilot instrument are the items for the pilot study form of the orientation to knowledge sub-scale.

2. The service sub-scale was prepared by selecting six items from an original list of fifteen items. The fifteen items (sixty-five to seventy-one in the pilot instrument) were suggested by various sources in the literature which provided the background for this study. The method of selection is described in a later section of this chapter.

3. Items for the scale measuring orientation to the core-organization were also selected from suggestions in the literature (items fifty-six to sixty-four in the pilot instrument). The Ingram sub-scale, "commitment to the Association as a whole" was one major source for these items (5, pp. 70-74). These items showed face validity and were found to differentiate among teachers with differing attitudes toward The Alberta Teachers' Association. Ingram reported a reliability of $r = .82$ for this section of his commitment scale. The validation procedures have been previously described.

4. The colleague-profession sub-scale included items forty-one to forty-seven in the pilot instrument. Only the item: "A teacher should not give more consideration to the

view of other teachers than to those of the public," was added to Corwin's original scale.

The wording of a number of the items from Corwin was altered to clarify them and to make them more applicable to the Alberta situation.

5. The conceptual framework for this study suggested combining Corwin's two extremely short sub-scales -- client orientation and orientation to decision making and authority -- into one sub-scale labelled: student-autonomy. An examination of Corwin's items in these two scales indicated that they were both part of the conceptualized client-autonomy dimension of professionalism.

In Corwin's analysis he noted a correlation of $r = .11$ between these two sub-scales. However, he noted that this low reliability may have been due to the shortness of these scales (1, p. 176), which would result in attenuation of correlations. Assuming reliabilities of $r = .50$ and $r = .90$, the maximum correlation possible between the scales was $r = .53$ (3, pp. 204-206). This indicates that the scales may not have been as different from one another as might have been supposed from first examination of Corwin's results (3, pp. 284-285).

Two additional items (numbers thirty-one and forty in the pilot instrument) were added to make up the first form of

this sub-scale. Items thirty-three to forty constituted that part of the pilot instrument which was related to the student-autonomy dimension of professionalism.

II. PILOT STUDY

The instruments used were deemed to have face and construct validity and, except for the service sub-scale, were based on instruments of determined reliability. Nevertheless, the pilot study provided for further validity and reliability checks and served as the basis for item selection for the final form of the PROS. The pilot study also provided "field trial" checks on ambiguities in the wording of items and on adequacy of the background section for obtaining the required data.

Administration of Pilot Instrument

The teachers of four schools: two village grade one to twelve schools of fifteen and sixteen teachers, one twenty-six teacher town elementary school (grades one to six) and one seventeen teacher town high school (grades ten to twelve) participated in the pilot study.

Principals of the schools involved provided time at meetings of the four staffs at which the nature and purpose of the pilot study was outlined. After each staff had agreed to participate each teacher was provided with a numbered

questionnaire, a set of directions, a definition of professionalism, a numbered staff list and an envelope (Appendix B). The numbers were required for matching professional ratings with questionnaires.

The directions included: (1) A request to note ambiguities in wording and criticisms of format; (2) A request to complete the questionnaire; (3) A request to each teacher to check the half of the entire staff of teachers who, in his opinion, most closely satisfied the definition of professionalism provided; (4) A reminder to delete the names from the staff list so that all that remained was a list of numbers, half of which were checked; and (5) A request to return the questionnaire and rating in the sealed envelope to the principal of the school.

The principals returned the completed questionnaires to the investigator. Sixty-nine of the seventy-four teachers in these schools returned completed questionnaires.

Analysis of the Pilot Study

The questionnaires were scored by assigning values from one, for expressions of the least positive professional role orientation, to five for the most positive indications of professional role orientation. More positive expressions were those which tended to approach the "ideal of

professionalism" as described in the conceptual background to the study.

A check opposite a teacher's number on the rating sheet indicated that some colleague thought him to conform to the definition of a professional teacher which was provided. The checks were tabulated and the responding sample was divided into two groups on the basis of the number of checks received. These constituted the "low" and "high" professional criterion groups. It should be noted that the terms "low" and "high" are relative and merely indicated that one group was selected more often by its colleagues as satisfying the definition than was the other group.

Item selection. The six items in each sub-scale for which the magnitude of differences between mean scores of the high and low rated groups were largest were selected for the final form of the PROS. The results of this analysis are given in Tables XXXIV to XXXVIII in Appendix C (p. 268). All the differences between the mean scores of the two groups on all items selected were significant beyond the .05 level. The item numbers employed in these tables are those which were assigned to the items in the pilot study form of the instrument.

PROS validity. No similar scale being available for

a validity check, validation for this scale was conducted by determining its ability to discriminate between the two groups of teachers classified as "high" or "low" on professionalism.

When the questionnaire scores of the two groups were examined it was found that every teacher in the high rated group scored higher than every teacher in the low rated group.

The twenty highest scores of the high rated group and the twenty lowest scores of the low rated group were used for statistical comparisons. Table III shows the results of the application of the t test to the differences between mean scores of the two groups.

Responses to all the items of the pilot PROS were used in the analysis reported in this table. Selection of the responses to only the thirty items which were included in the final form of the PROS would have produced results at least as significant as those reported here. The table illustrates that for all of the sub-scales and for the total scale the mean scores of the group rated high on professionalism were significantly higher than the mean scores of the group rated low on professionalism. It was concluded that the PROS is able to discriminate between groups classified on the basis of the criteria provided.

One further facet of the investigation of the validity of the PROS is that which relates to the collapsing of the

TABLE III

DIFFERENCES BETWEEN MEAN PROFESSIONAL ROLE ORIENTATION
 SCORES OF HIGH AND LOW RATED PROFESSIONALISM GROUPS
 IN PILOT STUDY
 (N=20) and (N=20)

Scale	Group Rating	Means	Diff's	S.D.	Level of Sig. (t test)
Knowledge	High	27.25	1.90	2.90	.01
	Low	25.35		1.70	
Service	High	54.65	9.10	6.00	.01
	Low	45.55		4.26	
Core-Organ.	High	35.75	6.45	3.11	.01
	Low	29.30		2.92	
Col.-Prof.	High	28.95	5.00	2.42	.025
	Low	23.95		2.36	
Stud.-Aut.	High	31.50	3.25	3.19	.01
	Low	28.25		2.88	
Total PROS	High	178.10	25.70	11.34	.01
	Low	152.40		7.70	

NOTE: Scores on all of the items in the pilot form of the PROS were used in this analysis.

Corwin client orientation and decision making sub-scales.

The Pearson product-moment correlation coefficient for these two sets of items was computed on the basis of the responses of the pilot sample. It was found to be $r = .85$. Since this indicated a substantial overlap between the two sub-scales they were included in the PROS in the unified form.

PROS reliability. Split-half reliability coefficients for the total scale and for each of the sub-scales for both the pilot study sample and the general study sample were employed to determine the reliability of the PROS (3, pp. 278-280).

The split-half correlations and estimated whole test reliabilities (Spearman-Brown prophecy formula) are presented in Table IV. It is apparent from the table that none of the reliabilities for the sub-scales for the general sample are very high, although the core-organization scale was found to have an estimated reliability of .81 and the student-autonomy scale a reliability of .78. All the correlations were found to be significant beyond the .01 level. Errors in measurement "tend to attenuate the correlation coefficient between obtained scores from the correlation between true scores," and the rather short scales employed in this study may have increased errors in measurement. The PROS and its sub-scales were accepted as being sufficiently reliable for this investigation

TABLE IV

SPLIT-HALF CORRELATION AND ESTIMATED WHOLE TEST
RELIABILITY FOR PILOT AND TOTAL SAMPLES FOR THE
FINAL FORM OF THE PROFESSIONAL ROLE ORIENTATION
SCALE

(N=40) and (N=1162)

Scale	Split-half Correlations*		Estimated Whole- test Reliability ¹	
	N=40	N=1162	N=40	N=1162
Knowledge	.59	.28	.74	.44
Service	.54	.48	.70	.65
Core-Organ.	.66	.69	.79	.81
Col.-Prof.	.75	.28	.80	.45
Stud. Aut.	.81	.40	.90	.78
Total PROS	.89	.64	.94	.78

*All correlations significant beyond .01 level.

¹Estimated using Spearman-Brown prophecy formula.

(3, pp. 284-285).

Another aspect of reliability and validity is the extent to which the sub-scales of the PROS are actually discrete and measure different dimensions of professional role orientation. The degree to which each sub-scale makes a significant contribution to the overall professional role orientation score was also considered.

The Pearson product-moment correlation coefficients among the scale scores are presented in Table V. Only three correlations were found not to be significant at the .05 level. These were between student-autonomy and knowledge, service and core-organization sub-scale scores. All of the intercorrelations among the sub-scales are quite small, which indicates that each sub-scale tends to measure "something different" from each of the other sub-scales. The largest correlation between sub-scales was between the colleague-profession and core-organization sub-scales ($r = .34$). This may be interpreted to mean that less than 12 per cent of the variance of the measure of student-autonomy can be predicted from the variance of core-organization orientation measure. Or, it may be concluded that for all the sub-scales, less than 12 per cent of what one scale measures is measured by any of the other scales. In summary, it may be said that the table indicates that the intercorrelations among

TABLE V

CORRELATION MATRIX FOR SUB-SCALE AND TOTAL SCORES
ON THE PROFESSIONAL ROLE ORIENTATION SCALE

(N=829, Random Sample)

	Knowledge	Service	Core Org.	Col.- Prof.	Stud.- Aut.	Total
Knowledge		.17*	.29*	.27*	.10	.59**
Service			.17*	.16*	.10	.58**
Core-Org.				.34*	.07	.71**
Col.-Prof.					.17*	.63**
Stud.-Aut.						.42**

*Significant beyond .05 level.

**Significant beyond .01 level.

the sub-scale scores are low or negligible. Hence it may be concluded that there is only a slight relationship among the scores on the various dimension sub-scales (2, pp. 175-177; 4, pp. 494-505).

The relationship between the sub-scale scores and total professional role orientation score are substantial. But none of these correlations is so large as to indicate that any sub-scale is equivalent in what it measures to what is measured by the total scale. It was concluded that each sub-scale makes a significant, but unique, contribution to total professional role orientation score.

III. SUMMARY

The data for this study were collected by means of a specially prepared Teacher Opinion Questionnaire which included a personal-educational background information section, a section to measure teachers' commitment to the goals and officers of The Alberta Teachers' Association and a Professional Role Orientation Scale (PROS). Analysis of the data gathered during a pilot study provided the basis for item selection for the final form of the PROS and for reliability and validity checks of the instrument. The split-half method was also used to check the reliability with data from the total study sample. The PROS was accepted as being sufficiently valid and reliable for the purposes of this study.

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CHAPTER V

SOURCES, COLLECTION, AND TREATMENT OF THE DATA

A description of the selection of the respondents who provided the data for this study, the methods used to collect the data and the statistical treatment of the data are included in this chapter. The chapter also includes the frequency distribution, means, standard deviations and ranges of scores of the respondents on the PROS. The preparation and presentation of standardized mean score profiles is also dealt with in this section of the report.

Sources and Collection of Data

Since the study involved responses to items which elicited information about The Alberta Teachers' Association, an outline of the investigation was submitted to the Association with a request for approval and cooperation. The Association approved the study and made its mailing list available for distribution of the instrument.

The sample. The teacher sample selected for this study consisted of two parts -- a general random sample of 1,160 active members of The Alberta Teachers' Association and a special random sample of 450 members of A.T.A. provincial committees, Local executives, Local Professional Development,

Education and Research Committees, Local Economic Policy Committees and members of the Council on School Administration and the Guidance Council of The Alberta Teachers' Association.

The special sample was necessary to ensure that sufficiently large N's were available in all sub-groups for analysis purposes. The estimate of required size of samples was based on an anticipated return of 70 per cent of the questionnaires.

The Teacher Opinion Questionnaire and a stamped, self-addressed, return envelope were mailed to each of the above teachers whose names were selected from the Association's active membership cards on March 10, 1966. In instances where names were selected for both samples they were included in the general sample only. A follow-up, thank you, and reminder card was sent to the total sample on March 22, 1966.

Questionnaire return. The samples for the study constituted all the useable questionnaires returned before April 5, 1966. A total of 829 questionnaires (approximately 71 per cent) was received from the general random sample and 333 questionnaires (approximately 77 per cent) were received from the special sample.

Composition of study samples. The composition of the

responding samples which were used as sources of data for the study was compared to the composition of The Alberta teacher force of 1965-1966 (1). Details of the comparison are provided in Table XXXIX in Appendix C (page 268). None of the differences between the composition percentages were significant at the .05 level.

Treatment of Data

The description of the treatment of the data is divided into a description of scoring procedures and results and a description of statistical procedures applied to the data.

Scoring. All of the information on TOQ's returned by respondents was placed on IBM punch cards. Where the response to items in the PROS and commitment sections was not indicated they were assigned a value of three (undecided).

Scores were calculated for each of the five PROS sub-scales and for the total scale as well as for the two commitment sub-scales and for the total of these two. Means and standard deviations of the sub-scale and total scale scores were computed for the general sample and the total sample. A cross-classification program provided a frequency count of the scores of the various groupings of teachers in each classification category. The scoring results for the two samples are shown in Tables VI, VII and VIII.

TABLE VI

FREQUENCY AND PERCENTAGE DISTRIBUTION, MEANS, STANDARD DEVIATIONS, RANGES
AND MEDIANS OF TOTAL PROFESSIONAL ROLE ORIENTATION SCORES OF BOTH SAMPLES
(N=829) and (N=1162)

Sample	Score Interval Frequency and Percent of Total Frequency										Range	Mean	S.D.	Median
	61-75		76-90		91-105		106-120		121-135					
General Sample	N	61-75	76-90	91-105	106-120	121-135	136-150							
	f	5	89	447	266	22		74-129	101.79	9.67	101.30			
Total Sample	829	0.6	10.7	53.9	32.1	2.7								
	f	5	100	574	432	50	1	74-136	103.49	9.99	102.98			
	1162	0.4	8.6	49.4	37.2	4.3	0.1							

TABLE VIII

FREQUENCY AND PERCENTAGE DISTRIBUTION, MEANS, STANDARD DEVIATIONS, RANGES AND
 MEDIAN OF PROFESSIONAL ROLE ORIENTATION SCORES OF TOTAL SAMPLE

(N=1162)

PROS Sub-scale	Score Interval Frequency and Percent of Total Frequency							Range	Mean	S.D.	Median
	5-10	11-15	16-20	21-25	26-30						
Knowledge	f	52	556	507	47			11-28	20.34	2.86	20.35
	%	4.5	47.8	43.6	4.0						
Service	f	14	571	314	50			10-30	18.74	3.81	18.59
	%	1.2	49.1	27.0	4.3						
Core-Org.	f	11	341	475	246			6-30	21.79	4.58	21.97
	%	0.9	29.3	40.9	21.2						
Col.-Prof.	f	19	320	716	107			11-30	21.95	2.81	22.19
	%	1.6	27.5	61.6	9.2						
St.-Aut.	f	1	519	573	34			7-26	20.67	2.65	20.73
	%	0.1	44.7	49.3	2.9						

An examination of these tables suggests that the distributions of scores for the sub-scales and total scale are fairly symmetrical for both samples. A comparison of the means and medians indicates that the distributions are only slightly skewed. It was decided, therefore, that parametric statistics could be employed in the analysis of these distributions.

Statistical treatment. The hypotheses proposed for this study were mainly concerned with determining relationships among professional role orientation scores and teacher membership in sub-groups of the occupation as determined by classification on the basis of various background variables. Since differences among distributions suggest a statistical relationship or association between variables (4, p. 129), one approach to the testing of these hypotheses is through the technique of planned comparisons (4, pp. 459-466). The investigator's interest lay in answering the specific question: Do different groupings of teachers differ in professional role orientation? For such a planned comparison, when the hypotheses to be tested are non-directional, the F test is appropriate as a sensitive inferential test (4, p. 465). Only the dependent variable needs to be of a numerical nature for the application of this test. In the case of this

study professional role orientation scores satisfy this criterion.

However, other aspects of the problem in this study were concerned with relationships in which two variables were numerical. Relationship between commitment and professional role orientation scores and relationship among the scores of the general sample on the five sub-scales were such situations. No clear-cut distinction was drawn as to which score was the independent or predictor variable and which was the independent variable. Since the linear regression model is "a good fit" to this data the product-moment correlation coefficient was also employed in hypothesis testing (2, pp. 87, 110; 4, pp. 492-494).

Although the two tests noted above were employed in making decisions with respect to acceptance or rejection of hypotheses, several considerations led to the inclusion of two other statistical tests in this report. Since the distributions were slightly skewed the Chi square test was used as a non-parametric test for association between variables. It served as a check on the effect of deviation from normality in the distributions. It was also expected that the use of Chi square would allow for easier understanding of the analysis of data on the part of those readers who prefer to interpret data by means of this statistic (4, pp. 589-597;

8, p. 299). The gamma statistic, although not employed in hypothesis testing, provided assistance in interpretation of the data and in description of the nature of some of the relationships.

Discussion of statistical procedures. The Central Limit Theorem states that "for a wide variety of populations statistics based on large random samples are distributed normally" (6, p. 144). It has been demonstrated that the F test is very robust in respect of the assumption of normality of distributions (7, pp. 33-36). Winer has also noted that where there is "no previous knowledge about the effect of treatments upon the variance" the F test is appropriate since it is robust with respect to departures from homogeneity of variance (7, p. 93). Similar arguments have been presented by McNemar (5, p. 252). On this basis, and on the basis of the examination of the distributions, it was decided to use the F test and product-moment correlation coefficient to describe all relationships hypothesized in this study.

In instances where the over-all F proved to be significant beyond the .05 level the nature of the implied differences was probed further by the application of the Newman-Kuels method of posteriori comparison. This method of testing differences between all possible pairs of means was described

by Winer (7, pp. 80-104). The results of this comparison method are summarized throughout the report by means of the following scheme:

4 5 3 2 1

The scheme indicates that treatments underlined by a common line do not differ from one another. Thus, treatment four differs from treatment one, two and three, but not from five. Treatment five differs from treatment one, but not from two and three. Two and three differ from one.

It should be noted that the Newman-Kuels method does not produce as many significant results as some other methods. The F statistic, for example, requires lower critical values for significance at a particular level than does the Newman-Kuels comparison (7, p. 85). The .05 was the minimum criterion level employed for all tests in this study.

The Chi square is commonly used as a test for independence in contingency tables (6, p. 95; 3, p. 739). The fact that this statistic may be used to describe association of qualitative attributes is a further reason for its inclusion in this study (4, p. 579).

The gamma statistic is useful for describing relationships involving data which can be arranged into ordered classes. It "refers to ordered categories and thus reflects the general tendency toward monotonicity in relationships"

(4, pp. 555-565). A positive gamma indicates the tendency to positive monotonicity and a negative gamma the tendency towards negative monotonicity (3, pp. 748-754).

Mean score profiles. In order that some of the measures of relationships might be based on comparable scores the mean scores of groups derived on the basis of staff size, teaching position, specialist council membership, participation in A.T.A. activities, sex, marital status, number of years of teacher education and teaching experience variables were converted to standard scores (2, pp. 61-63). The standardization was made on the basis of general sample sub-scale mean scores being assigned a standardized mean of fifty and a standard deviation of fifteen. Thus, the sub-scale scores of different groups became comparable to each other and to those of other groups in the sense that they now had the same mean and standard deviation (2, pp. 213-214).

To illustrate this comparability in graphic form, profiles were plotted for the groups' scores. It should be noted that although the plotted points are joined into a continuous profile, the resulting graph has significance only at the plotted points. The continuous lines joining them illustrate configuration and patterning of scores and the nature of relationships among them.

Summary

This chapter has presented a description of the methods of collecting the data for the study and has indicated the scoring and statistical treatment procedures. Examination of the distributions of scores indicated that they were only slightly skewed. Since the F test and the product-moment correlation coefficient are considered to be very robust with respect to the assumption of normality of distributions and of homogeneity of variance it was decided that these tests could be applied to testing the hypotheses proposed. The Newman-Kuels method of comparison of treatment means was employed as a posteriori test whenever the over-all F proved to be statistically significant at the .05 level.

The standardized mean scores of the groupings according to several variables were used to plot profiles which illustrate the patterning of scores and the relationships among them.

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CHAPTER VI

SCHOOL BACKGROUND FACTORS AS CORRELATES OF PROFESSIONAL ROLE ORIENTATION

Hypotheses 1.1 and 2.1 predicted the existence of variations in total PROS and sub-scale scores among teachers grouped according to various school background factors. This chapter deals with the relationship between two such background variables and teachers' professional role orientation scores. The variables which were selected for analysis are: (1) the size of the school in which the teacher is employed, and (2) the type of school district which employs him.

Findings

The results of the analysis of the data are presented separately for each background variable. However, the discussion of these findings is presented together for both of the hypotheses.

Size of school. A summary of the analysis of PROS scores of teachers grouped according to the size of school in which they taught is presented in Table IX. It reveals a significant positive monotonic relationship between the number of teachers on the school staff and respondents' orientation to knowledge, to the core-organization and to their colleagues

TABLE IX

RELATIONSHIP BETWEEN NUMBER OF TEACHERS ON SCHOOL
STAFF AND RESPONDENTS' PROS SCORES

(N=804, General Sample)

		Professional Role Orientation Scale Means				
No. of Teachers on School Staff	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut. Total
1. 1 - 14	275	19.67	18.34	20.35	21.20	20.61 100.16
2. 15 - 24	268	20.16	18.85	21.16	21.40	20.88 102.44
3. 25 and over	261	20.39	18.08	21.48	22.13	20.86 102.95
F Ratio		4.756**	2.955	4.993**	8.417**	0.910 6.442**
Chi Square		12.14	8.67	16.52*	20.37**	10.47 21.85**
Gamma		0.088	-0.009	0.130*	0.179*	0.105 0.154**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

and the profession as well as to their total professional role. That is, as the size of the school staff on which teachers are employed increased, their scores on these professional role orientation scales also tended to increase. In each of the four scales mentioned the F ratio indicated a significant difference among the mean scores of the three classification groups.

A schematic representation of the Newman-Kuels comparison of means is given below. The integers indicate the particular grouping of teachers in the classification. All differences are significant beyond the .05 level.

Knowledge Orientation Means	<u>3</u>	<u>2</u>	1
Core-organization Orientation Means	<u>3</u>	<u>2</u>	1
Colleague - Profession Orientation Means	3	<u>2</u>	<u>1</u>
Total Professional Role Orientation Means	<u>3</u>	<u>2</u>	1
(1 = 1 - 14 teachers, 2 = 15 - 24 teachers, 3 = 25 or more teachers on school staff)			

Treatments which are underlined by a common line do not differ from each other. Thus, for the knowledge dimension, teachers in schools with twenty-five or more teachers on the staff scored significantly higher than teachers in schools with one to fourteen teachers on the staff but not significantly higher than teachers in schools with fifteen to twenty-four teachers on the staff. The latter group scored

significantly higher on this dimension than teachers from schools with one to fourteen staff members.

The comparison reveals similar results for orientation to the core-organization and for total professional role orientation. However, the twenty-five or more teacher group mean score was significantly higher than that of both the other groups on the colleague-profession orientation scale. The scores of the teachers in schools with fifteen to twenty-four and one to fourteen staff members did not differ from one another on this scale.

Figure II is the graphic representation of the standardized mean scores of teacher groups derived on the basis of the number of teachers on the various school staffs. It is apparent from this illustration that there is considerable variation among the configuration patterns of the professional role orientations of these three groups. The configurations of the profiles of the "1-14" and "15-24 teachers" groups are similar, but the pattern of role orientation scores of the "25 and over teachers" group differs considerably from the two former groups. The configuration of the "25 and over teachers" group profile is roughly the "mirror image" of that of the others.

All of the standardized mean scores of the "1-14 teachers" group fall below the mean of the general sample.

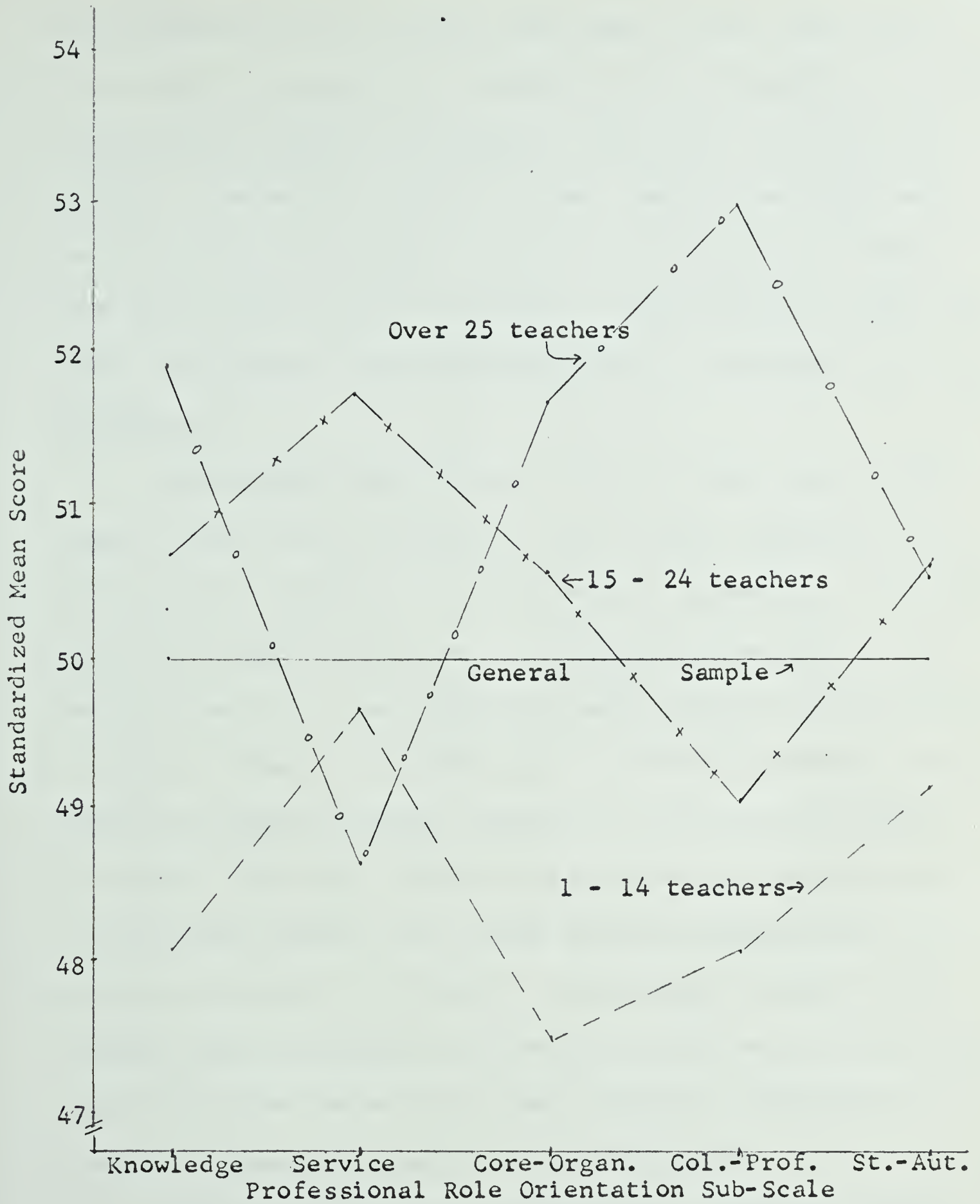


FIGURE II

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON BASIS OF
NUMBER OF TEACHERS ON SCHOOL STAFF

This indicates that teachers from these schools expressed a less positive orientation towards the five dimensions of professionalism than did the general sample and the other two groups. Teachers in schools of over twenty-five staff members are below the general sample in orientation to service and those from schools of fifteen to twenty-four teachers are below the general sample on orientation to colleagues and the profession.

Respondents from schools of one to fourteen and fifteen to twenty-four teachers on their staffs expressed their most positive orientation to the service dimension, and those from the largest schools were colleague-professionals. In each of the latter two groups the second most positive orientation was towards knowledge, and for those respondents from schools of one to fourteen teachers it was towards student-autonomy. The least positive orientation for teachers from the smallest schools was towards the core-organization. For those from staffs of fifteen to twenty-four teachers it was towards their colleagues and the profession and for the group from the largest schools the least positive orientation was towards the service aspects of professionalism.

On the basis of these findings the hypotheses which implicitly predicted variation in professional role orientation among teachers grouped on the basis of school size may

be accepted.

Type of school unit. An examination of Table X reveals no significant differences or associations among the various mean scale scores of teachers grouped according to the type of school unit by which they were employed. The classifications used in the analysis were: (1) rural division or county, (2) city public school district, (3) city separate school district, and (4) other. The data did indicate a tendency for city public school teachers to score higher than the other groups on almost all of the scales. However, the implicit hypotheses with respect to relationship of professional role orientation to classification on the basis of type of employing school district is rejected.

Discussion of Findings

Although only one of the specific hypotheses was satisfied the data indicated that acceptance of the general hypotheses predicting relationships between professional-role orientation and its dimensions and classification of teachers on the basis of school background factors was justified. This substantiation is being assumed because of the indications of the relationship of professional role orientation to number of teachers on the staff to which a teacher belongs.

TABLE X

RELATIONSHIP BETWEEN TYPE OF EMPLOYING SCHOOL UNIT
AND RESPONDENTS' PROS SCORES
(N=813, General Sample)

Type of School Unit	N	Professional Role Orientation Scale Means					
		Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total
1. Rural Division or County	334	19.94	18.30	21.10	21.61	20.48	102.43
2. City Public School District	320	20.20	18.30	21.69	22.13	21.26	103.76
3. City Separate Sch. District	90	19.90	18.84	20.73	21.45	20.74	101.01
4. Other	69	20.06	19.00	21.57	21.93	20.42	102.97
	F Ratio	0.590	1.191	2.091	1.137	0.881	0.523
	Chi Square	7.83	20.15	11.89	6.74	7.61	17.62

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Since the larger schools in Alberta are usually high schools or junior high schools, some of the trends noted above may be accounted for by other variables. For example, high school staffs tend to have a larger proportion of males than females, and teachers on these staffs generally have more education and experience than those on elementary school staffs. These relationships will be discussed in a later section of this report.

Although the general configurations of two of the profiles of standardized mean scores of groups derived according to school size appear to be quite similar to each other, the variations in the profile of the third group illustrate the tendency for various groupings to place more emphasis on one aspect of professionalism than on another. Differences in the patterning of professional role orientation among different groups of teachers support the notion that the occupation is segmented.

The findings of no difference among teachers employed by different types of school districts appear to contradict popular generalizations that city teachers have more positive professional role orientations than rural teachers and that teachers employed by public school boards have more positive professional role orientations than those employed by separate school boards.

Summary

This chapter reported on the investigation of relationships between teachers' PROS scores and two school background variables -- size of school staff and type of employing school unit. The results of the analysis of the data indicated that teachers differed significantly in their orientation to knowledge, to their colleagues and the profession, to the core-organization, and in total professionalism when they were grouped according to the size of school in which they taught. No significant differences were found among mean scores of groups derived on the basis of type of employing school unit. The configuration of standardized mean score profiles, although similar for two groups, indicated a tendency for variation in relative emphasis of the different dimensions of professionalism by these groups. The third profile illustrated that different groups may emphasize different aspects of professionalism.

It was concluded that teacher groups may differ in their mean professional role orientation when school factors are used as a basis of classification.

CHAPTER VII

TECHNOLOGICAL BACKGROUND FACTORS AS CORRELATES OF PROFESSIONAL ROLE ORIENTATION

Technological factors were defined as those background variables which were primarily associated with the particular teaching position occupied by a teacher. This chapter contains an analysis of the relationship of two such factors -- teaching position and curriculum specialization -- to professional role orientation.

Findings

Following from sub-problem four, general hypotheses 1.2 and 2.2 implicitly predict the existence of relationships between teachers' professional role orientation and grouping on the basis of teaching position and curriculum specialization. The findings of the analysis of the data with respect to these hypotheses follow.

Teaching position. The sample of respondents was classified into elementary teachers (grades one to six), junior high school teachers (grades seven to nine), high school teachers (grades ten to twelve), principals or vice-principals and specialists' groups. The latter group was defined as consisting of teachers performing a special function and not

assigned to a regular classroom (e.g.: librarians, counselors). The results of the statistical analysis of PROS scores with these classifications as a basis is presented in Table XI.

The analysis revealed a significant relationship between teaching position and scores on the knowledge, core-organization, colleague-profession, student-autonomy and total professional role orientation scales. In general, higher mean scores were found to be associated with principal and vice-principal and specialist classifications and lower scores with elementary teacher and junior high school teacher classifications. The analysis also revealed the existence of significant differences among the means in all scales except the service sub-scale.

The Newman-Kuels comparison of means is presented below:

Knowledge Orientation Means	<u>4</u>	<u>3</u>	<u>5</u>	<u>2</u>	1
Core-organization Orientation Means	<u>4</u>	<u>5</u>	<u>3</u>	<u>2</u>	1
Colleague-Profession Orientation Means	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	1
Student-Autonomy Orientation Means	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>	<u>4</u>
Total Professional Orientation Means	<u>4</u>	<u>5</u>	<u>3</u>	<u>2</u>	1

(1 = Elementary teacher, 2 = Junior high school teacher, 3 = High school teacher, 4 = principal or vice-principal, 5 = Specialist).

TABLE XI

RELATIONSHIP BETWEEN TEACHING POSITION AND RESPONDENTS'
PROS SCORES
(N=820, General Sample)

Teaching Position	N	Professional Role Orientation Scale Means					
		Knowledge	Service	Core- Org.	Col= Prof.	St.-Aut.	Total
1. Elementary School	299	19.42	18.75	20.10	20.88	20.82	99.97
2. Junior High School	162	19.93	18.20	20.72	21.44	21.02	101.31
3. Senior High School	140	20.54	17.78	20.95	22.16	21.07	102.50
4. Principal and Vice-principal	141	20.89	18.85	22.72	22.26	20.22	104.94
5. Specialists	78	20.32	18.19	21.97	22.28	20.51	103.28
		F Ratios	8.835**	2.325	10.570**	9.898**	2.571* 7.369**
		Chi Squares	36.82**	12.29	38.27**	38.73**	23.56* 62.43**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

On the knowledge sub-scale only the mean score of the junior high school group was not significantly higher than that of the elementary school group. In addition, principals and vice-principals were found to be significantly more positively oriented to knowledge than were junior high school teachers. The general trend, based on magnitude of means, was for orientation to knowledge to become less positive from principals and vice-principals to senior high school teachers, to specialists, to junior high school teachers and to elementary teachers. This trend is illustrated in Figure III which presents the profile of the standardized mean scores of each of the groups and of the general sample. It may be noted that principals and vice-principals, senior high school teachers and specialists scored higher than the mean of the general sample did on this dimension.

Principals and vice-principals were found to be significantly more positively oriented to the core-organization (The Alberta Teachers' Association) than any of the classroom groups. Specialists scored significantly higher on this dimension than junior high school or elementary teachers. Only the former two groups were above the general sample mean.

The colleague-profession sub-scale mean score of elementary teachers was found to be significantly lower than the mean score of all the other groups except that of junior high

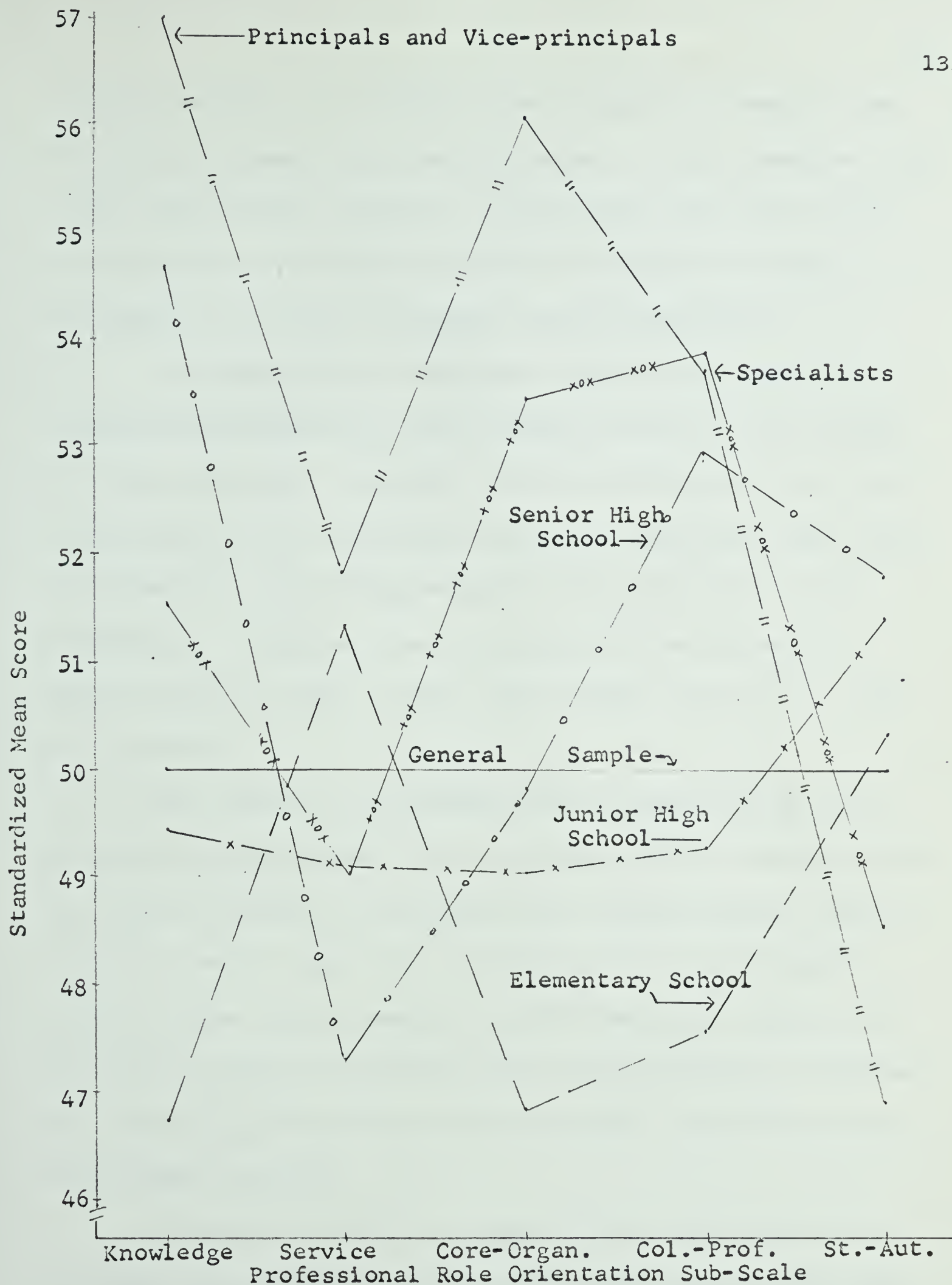


FIGURE III

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON BASIS OF
TEACHING POSITION

school teachers. In addition, the comparison revealed specialists to be more positively oriented on this dimension than junior high school teachers. Junior high school and elementary teachers were below the mean of the general sample in orientation to their colleagues and the profession.

The Newman-Kuels comparison revealed no significant differences between any pairs of mean scores on the student-autonomy sub-scale. However, it may be noted that the classroom groups' mean scores were of larger magnitude than those of principals and vice-principals and specialists on this dimension. It may be seen in Figure III that these sub-scale scores are also higher than the mean score of the general sample.

The results of the Newman-Kuels comparison of total PROS mean scores tended to be similar to those observed above for the sub-scales. Principals and vice-principals, specialists and senior high school teacher groups scored significantly higher than elementary school teachers. Specialists were also found to be significantly more positively oriented on the total professional role orientation scale than junior high school teachers.

From Figure III it is apparent that the orientation patterns of principals and vice-principals, specialists and high school teachers were similar. That of elementary

teachers was roughly the "inverse" of these and the pattern of orientations of junior high school teachers was of a third type. Principals and vice-principals were primarily knowledge oriented. However, they also obtained the highest scores on the core-organization (their secondary orientation) and service sub-scales. Their least positive orientation was towards the student-autonomy dimension.

Specialists were indicated as being colleague-professionals with only a slightly less positive orientation to the core-organization. Their service and student-autonomy score located them below the mean of the general sample on these dimensions.

The profile of the high school teacher group indicates a wide variation in degree of orientation on the five sub-scales. This group was primarily knowledge oriented, with a secondary orientation to colleagues and the profession. Of the five groups considered, the high school group was indicated as being least positive in orientation on the service dimension and most positive on the student-autonomy dimension.

The figure indicates that the elementary teacher group was primarily service oriented with its second most positive orientation being towards autonomy with respect to decisions respecting the provision of service to students. Of the five groups, this group was the least positively oriented to

knowledge, to the core-organization and to its colleagues and the profession.

The junior high school group, four of whose sub-scale scores were below the sample means, showed less variation in its orientations to the five dimensions of professionalism. The teachers of this group appeared to be primarily student-autonomy oriented.

The numerous intersections of the profiles is a further indication of the variation in professional role orientation along the five dimensions of professionalism among groups derived on the basis of respondents' teaching position.

Curriculum Specialization. The analysis of relationships between curriculum specialization and professional role orientation is summarized in Table XII. The F ratios indicated significant relationships between this classification and knowledge, colleague-profession, student-autonomy and total professional role orientation scale scores. The tests for association indicated that lower scores on these scales tended to be associated with the classification "other." Mathematics-science teachers were found to have the highest mean score on the knowledge orientation scale and the social studies-English group reported the highest mean on the other three scales mentioned above. The Newman-Kuels comparison of

TABLE XII

RELATIONSHIP BETWEEN CURRICULUM SPECIALIZATION AND
RESPONDENTS' PROS SCORES
(N=794, General Sample)

Area of Specialization	N	Professional Role Orientation Scale Means					
		Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total
1. Mathematics and Science	187	20.73	18.52	21.10	21.61	20.48	102.43
2. Social Studies and English	163	20.19	18.50	21.13	22.13	21.26	103.76
3. Other	414	19.81	18.29	21.50	21.50	20.74	101.01
F Ratio		7.003**	0.368	2.929	3.455*	3.908*	5.014**
Chi Square		15.85*	1.74	4.30	9.06	11.49	11.42

*Significant beyond the .05 level.

**Significant beyond the .01 level.

means provides some further information on differences between pairs of means on these sub scales.

Knowledge Orientation Means	<u>1</u>	<u>2</u>	<u>3</u>
Colleague-Profession Orientation Means	<u>2</u>	<u>1</u>	<u>3</u>
Student-Autonomy Orientation Means	<u>2</u>	<u>3</u>	<u>1</u>
Total Professional Orientation Means	<u>2</u>	<u>1</u>	<u>3</u>

(1 = Mathematics-Science, 2 = Social Studies-English, and 3 = Other groups).

In each comparison pair only one set of treatment means were found to differ significantly from each other. Mean scores of the mathematics-science group differed significantly from the "other" group mean on the orientation to knowledge scale. Social studies-English teachers differed from the "other" group on the colleague-profession dimension, from mathematics-science teachers on the student-autonomy dimension and from the "other" group on the total professional role orientation scale.

Discussion of Findings

Since the background variables under consideration in this chapter are qualitative rather quantitative in nature, it is not possible to make conclusions with regard to direction, linearity or monotonicity of relationships. In general, however, higher scores appeared to be associated with

positions of higher status ranking in education. Such a status ranking was suggested by Ratsoy (2, p. 108). The findings support the contention that grade level and subject specialization may be one basis for segmentation in the teaching profession (1, p. 67). The variations in patterning of orientations also supports the contention that different groups of teachers may have different interests from one another. The fact that principals and vice-principals scored higher than any of the other groups on three subscales may be related to their leadership responsibilities in education.

It should be noted that a less gross consideration of curriculum specialization might have revealed some other interesting findings. The cause-effect relationship and interrelationships which apparently lead mathematics-science teachers to be more knowledge oriented and social-studies-English teachers to be more "people" oriented is one that might be speculated upon. The caution that the effect of other variables has not been considered should not be overlooked.

The findings reported here support the general hypotheses that teachers' professional role orientation varies with classification on the basis of technological background factors.

Summary

This chapter reported that significant relationships were found between two technological background variables and teachers' orientation to the various dimensions of professional role as well as between these variables and total professional role orientation. Mean scores on the knowledge, core-organization, colleague-profession and student-autonomy sub scales were found to be associated with classification of teachers according to their teaching position. Similarly, mean scores on the knowledge, colleague-profession and student-autonomy sub scales were found to be related to curriculum specialization grouping. Total professional role orientation was found to be related to both background variables. Considerable variation in the patterning of orientation to the five dimensions was apparent among the groups derived on the basis of teaching position.

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CHAPTER VIII

CORE-ORGANIZATION BACKGROUND FACTORS AS CORRELATES OF PROFESSIONAL ROLE ORIENTATION

The theoretical framework for this study has suggested that professionalization might be viewed as a social movement and that at the core of this social movement is a formal organization. In this study The Alberta Teachers' Association has been considered as the core-organization for the professionalization of teaching.

This chapter is primarily concerned with relationships between teacher membership in groups classified on the basis of various core-organization background variables and professional role orientation. Hypotheses 1.3 and 2.3 predicted that variation in professional role orientation would be related to classification on the basis of variables associated with The Alberta Teachers' Association. All of these variables were considered to be aspects of two encompassing core-organization variables -- participation in the affairs of the A.T.A. and commitment to the A.T.A. The presentation of the results of the analysis of the data has taken into consideration these two broad categories.

Although an investigation of commitment was not central to the problem of this study, it was expected that some

information on the relationship of commitment to the background variables under consideration might contribute to a better understanding of teacher professionalism.

Findings Related to Participation Variables

The variables which were considered in this portion of the study are: participation in the political affairs of the provincial Association, as indicated by membership on the Executive Council or on committees appointed by the Executive Council, participation in provincial educational activities through the specialist councils, participation in the political affairs of A.T.A. Locals through membership on Local executives, participation in the educational affairs of A.T.A. Locals through membership on Local Professional Development, Education or Research committees and participation in the teacher welfare activities of Locals through membership on Local Economic Policy committees. Commitment to the goals of The Alberta Teachers' Association and to its officers were the two commitment variables investigated. Commitment was measured by means of the instrument previously described in the instrumentation section of this report.

To ensure that sufficient numbers of respondents were available for the statistical analysis, the respondents from the special sample were added to the general sample in three instances in this section.

Participation in provincial A.T.A. political activities. The data provided by the total sample were grouped on the basis of whether or not the respondents were members of the provincial Executive Council or of committees appointed by the Executive Council. The results of the analysis are summarized in Table XIII. The table includes mean scores of the two groups as well as F ratios, chi squares and gamma statistics. Since the sample for this part of the investigation was biased by inclusion of the responses of the special sample, the means of the general sample are also included in the table for comparison purposes.

The "member" group was found to score significantly higher than the "non-member" group on the knowledge, core-organization, colleague-profession and total professional orientation scales. No differences between the scores of the two groups were indicated on the service and student-autonomy orientation scales.

Membership in specialist councils. The specialist councils are one of the major activities of The Alberta Teachers' Association to take place on a systematic province-wide basis. They are semi-autonomous groups formed for the purpose of improving practice in various subject and service specialties. Membership in the councils is on a voluntary basis.

TABLE XIII

RELATIONSHIP BETWEEN PARTICIPATION AND NON-PARTICIPATION IN
PROVINCIAL A.T.A. ACTIVITIES AND RESPONDENTS' PROS SCORES

(N=1145, Total Sample)

Participation	N	Professional Role Orientation Scale Means					
		Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total
1. Member of Prov. A.T.A. Executive or Comm.	99	20.99	18.64	23.62	22.60	20.34	106.19
2. Not member of Exec. or Prov. Committee	1046	20.29	18.75	21.62	21.87	20.72	103.25
		F Ratios	5.448*	0.075	17.702**	6.163*	1.818
		Chi Square	2.77	8.57	16.78**	6.37*	2.98
General Random Sample	829		20.03	18.42	20.99	21.57	20.76
							101.79

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Most of the teachers who join councils have either special education or interest in the area represented by the council that they join.

Table XIV presents a summary of the analysis of data when respondents were grouped according to membership in the specialist councils. The groups were comprised of those who held membership in one of the major subject area councils (mathematics, science, social studies and English), in the Council on School Administration, in the Guidance Council, in other councils not listed above, or, of those who did not belong to a council.

The table reveals significant relationships between professional role orientation scores and specialist council membership for all of the sub-scales and for the total PROS. A summary of the results of the application of the Newman-Kuels method of comparing pairs of means is presented below. The mean scores of groups underlined by a common line do not differ significantly from one another.

TABLE XIV

RELATIONSHIP BETWEEN SPECIALIST COUNCIL MEMBERSHIP
AND RESPONDENTS' PROS SCORES
(N=1161, Total Sample)

Specialist Council	N	Professional Role Orientation Scale Means				
		Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut. Total
1. Math., Science Eng., S.S.	230	20.67	19.10	22.50	22.50	20.70 105.48
2. Council on School Administration	169	21.37	19.91	24.13	22.97	20.10 108.47
3. Guidance Council	55	21.87	18.76	21.21	23.23	20.62 105.70
4. Others	234	19.98	18.13	21.10	21.72	20.83 101.76
5. No Council Member- ship	473	19.81	18.45	21.00	21.27	20.80 101.33
		F Ratio	15.831**	6.814**	18.806**	19.047** 2.468* 22.27**
		Chi Square	67.52**	29.96*	71.56**	73.30** 18.02 100+**
General Random Sample	829	20.03	18.42	20.99	21.57	20.76 101.79

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Knowledge Orientation Means	<u>3</u>	<u>2</u>	<u>1</u>	4	5
Service Orientation Means	<u>2</u>	<u>1</u>	3	5	4
Core-Organization Orientation Means	2	<u>1</u>	<u>3</u>	4	5
Colleague-Profession Orientation Means	<u>3</u>	<u>2</u>	<u>1</u>	<u>4</u>	5
Student-Autonomy Orientation Means	<u>4</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>
Total Professional Role Orientation Means	<u>2</u>	<u>3</u>	<u>1</u>	4	5

(1 = Mathematics, Science, English or Social Studies

Council member, 2 = Council on School Administration member, 3 = Guidance Council member, 4 = member of other councils, 5 = non-member of any council.)

Members of the Guidance Council and of the Council on School Administration scored significantly higher on the knowledge dimension than either members of "other" councils or teachers who were not members of a council. Guidance council members scores were also significantly higher than those of the members of the subject area councils on this scale. The members of "other" councils and members of the major subject area councils scored higher than the "non-member" group.

Comparison of the service orientation mean scores revealed that the Council on School Administration members were more positively oriented to service than any of the other groups except members of the subject area councils. No other significant differences between means was indicated by the

comparison.

The Council on School Administration group scored significantly higher than any of the other groups on the scale which measured orientation to the core-organization. Members of the major subject area councils were significantly higher on this scale than members of the other councils and non-members.

Although no differences were revealed among the three groups -- the Guidance Council, Council on School Administration and major subject area groups -- they scored significantly higher mean scores on the colleague-profession sub-scale than members of "other" councils and non-members.

The Newman-Kuels comparison revealed no significant differences among the pairs of means on the student-autonomy sub-scale.

The comparison of means on the total professional role orientation scale indicated that all of the council member groups were significantly more positively oriented to professionalism than non-members. The Council on School Administration group scored significantly higher than members of the subject area councils or members of the "other" councils. Guidance council members also scored higher than members of the "other" councils on the total scale.

The graphic profiles of the standardized mean scores

of the specialist council groups is presented in Figure IV. Considerable variation in patterning of scores is apparent from the illustration. Members of the Council on School Administration were characterized by a major orientation to the core-organization, but they also had high scores on the knowledge and service dimensions and a relatively low score on the student-autonomy dimension. Guidance council members tended to be oriented to knowledge and to their colleagues and the profession. They were found to be relatively low on the service, core-organization and student-autonomy dimensions. Nevertheless, they were higher on the first two of these than the general sample mean and higher than non-members and members of "other" councils.

The configuration of the profile of members of the Mathematics, Science, English and Social Studies Councils tended to be similar to that of members of the Council on School Administration. The scores of these groups were somewhat lower than those of the Administration group on all the sub-scales except the student-autonomy orientation scale. Members of the "other" councils tended to score very near the mean scores of the general sample. The major orientation indicated by this group was colleague-professional. Non-members of councils scored below the general sample mean on all the sub-scales except student-autonomy. The most significant

Standardized Mean Score



FIGURE IV

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON BASIS
OF SPECIALIST COUNCIL MEMBERSHIP

feature of this group's profile was indicated by the low colleague-profession orientation score compared to those of the other groups.

Participation in the affairs of A.T.A. Locals. The summaries of analysis of relationships between various A.T.A. Local participation variables and professional role orientation scores is presented in Tables XV, XVI, XVII and XVIII.

1. Political participation. Teachers' political participation in A.T.A. Locals was indicated by their membership on Local executive bodies and by their expressions of how frequently they attended Local meetings. The analysis of variance revealed that members of A.T.A. Local executives scored significantly higher on the knowledge, core-organization, colleague-profession and total professional role orientation scales than teachers who were not members of Local executives.

When the respondents were classified into groups on the basis of high or low attendance at Local meetings similar results were indicated. That is, those who were high on meeting attendance scored significantly higher than the "low attenders" on the core-organization, colleague-profession and total role orientation scales.

2. Educational participation. Teachers who were

TABLE XV

RELATIONSHIP BETWEEN MEMBERSHIP AND NON-MEMBERSHIP ON A.T.A.
LOCAL EXECUTIVE AND RESPONDENTS' PROS SCORES

(N=811, General Sample)

Local Executive	N	Professional Role Orientation Scale Means					Total
		Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut	
1. Member of Local Executive	187	20.54	18.54	22.80	22.29	20.82	104.98
2. Non-members of Local Exec.	624	19.89	18.36	20.42	21.35	20.75	100.78
F Ratio		7.876**	0.344	46.579**	16.212**	0.092	28.180**
Chi Square		5.53	0.57	39.62**	21.31**	4.60	27.40**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XVI

RELATIONSHIP BETWEEN ATTENDANCE AT A.T.A. LOCAL MEETINGS
AND RESPONDENTS' PROS SCORES

(N=813, General Sample)

Attendance Rating	N	Professional Role Orientation Scale Means				
		Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut
Total						
1. High	465	20.20	18.59	21.94	21.80	20.78
						103.30
2. Low	348	19.84	18.24	19.73	21.27	20.80
						99.88
F Ratio	3.383	1.679	56.580**	7.071**	0.010	25.76**
Chi Square	4.08	3.67	54.74**	12.72**	1.81	24.01**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XVII

RELATIONSHIP BETWEEN MEMBERSHIP ON LOCAL A.T.A. PROFESSIONAL
DEVELOPMENT COMMITTEE AND RESPONDENTS' PROS SCORES

(N=1139, Total Sample)

		Professional Role Orientation Scale Means				
	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut. Total
1. Member of Local P.D. Committee	186	21.05	19.34	23.63	22.81	21.17 108.00
2. Non-members	953	20.22	18.61	21.43	21.77	20.60 102.62
	F Ratio	13.185**	5.737*	37.455**	22.383**	7.287** 47.180**
	Chi Square	7.39	7.28	41.39**	25.85**	4.80 44.08**
General Random Sample	829	20.03	18.42	20.99	21.57	20.76 101.79

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XVIII

RELATIONSHIP BETWEEN MEMBERSHIP ON LOCAL A.T.A. ECONOMIC
POLICY COMMITTEE AND RESPONDENTS' PROS SCORES
(N=1137, Total Sample)

		Professional Role Orientation Scale Means				
	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut. Total
1. Members of E.P.C.	200	20.95	18.39	23.71	22.52	20.48 106.04
2. Non-member of E.P.C.	937	20.21	18.80	21.37	21.81	20.72 102.89
	F Ratio	10.987**	1.887	45.243**	10.790**	1.355 16.598**
	Chi Square	21.40**	4.13	47.37**	18.01**	3.81 25.05**
General Random Sample	829	20.03	18.42	20.99	21.57	20.76 101.79

*Significant beyond the .05 level.

**Significant beyond the .01 level.

members of Local committees involved in educational activities scored significantly higher on every sub-scale of the PROS than those who were not members of such committees.

3. Participation in welfare activities. Participation in welfare activities at the Local level was indicated by membership on Local Economic Policy Committees. Members of Economic Policy Committees scored significantly higher means than non-members on the knowledge, core-organization, colleague-profession and total professional role orientation scales.

The mean score profiles of groups representing three types of participation in the affairs of A.T.A. Locals are presented in Figure V. The configurations of the profiles indicate that the patterning of scores of members of Local executives, Professional Development Committees and Economic Policy Committees was similar. However, two variations were indicated. Members of Economic Policy Committees scored slightly lower on the service and student-autonomy subscales than did the other two groups. All three groups were most strongly oriented towards the core-organization dimension.

Findings Related to Commitment Variables

This section of the report deals with an examination

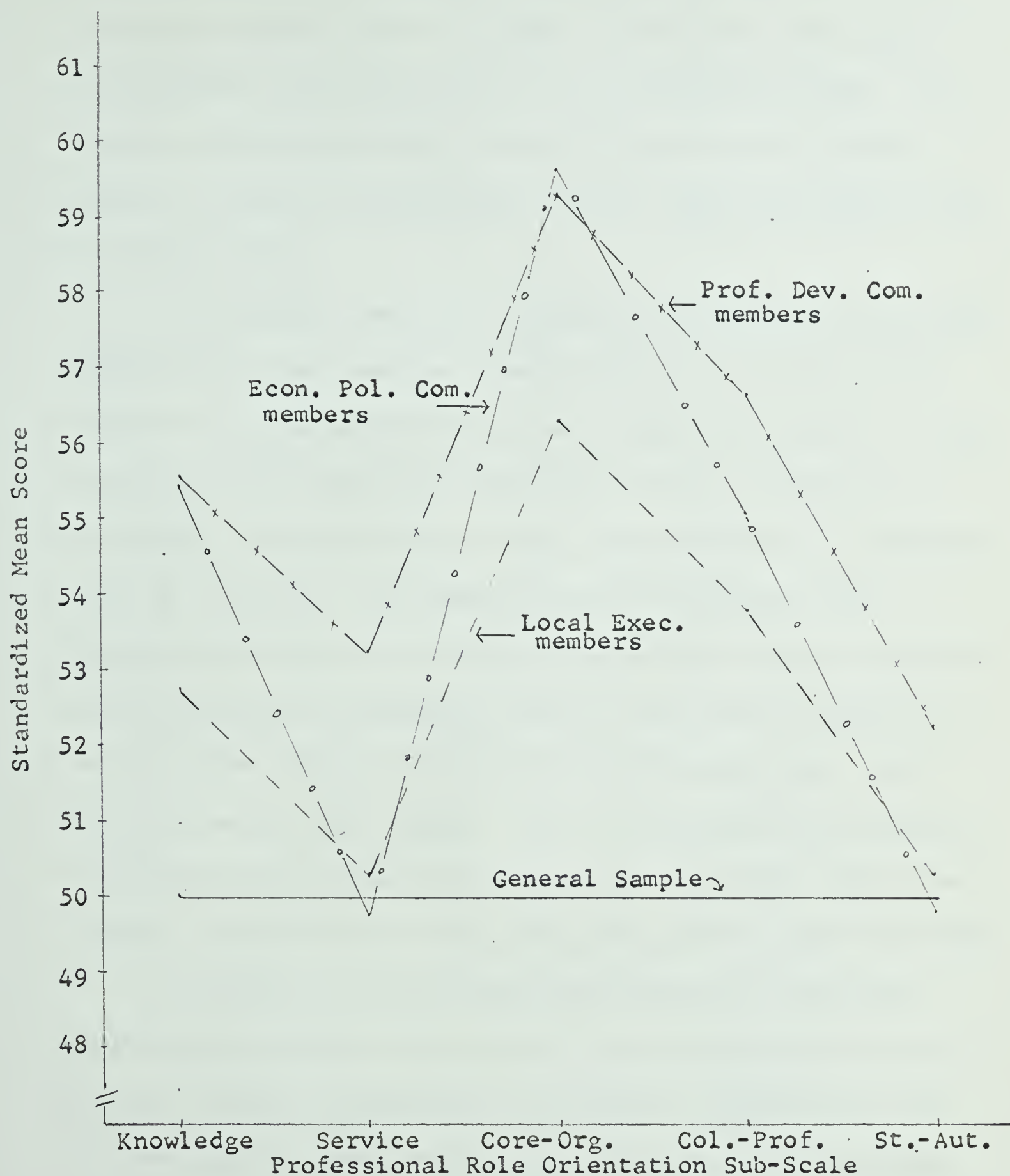


FIGURE V

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON THE
OF PARTICIPATION IN LOCAL A.T.A. ACTIVITIES

of the relationships between attitudes of teachers towards the goals of The Alberta Teachers' Association and towards its officers and professional role orientation scores. The analysis methods involved the use of the Pearson product-moment correlation coefficient and Chi square and Gamma tests for association.

The analysis which is summarized in Table XIX revealed significant relationships between nearly all of the professional role orientation scales and commitment scores. No significant relationship was indicated between orientation to knowledge and to student-autonomy and commitment to the officers of the A.T.A. The gamma statistic indicated that higher professional role orientation scores tended to associate with higher commitment scores. The additive effect is noted in the analysis of relationship between total commitment scores and PROS scores. High professional role orientation scores were found to be associated with high total commitment scores on all of the sub-scales and on the total PROS.

A matrix of correlations which further illustrates relationships between professional role orientation and commitment scores is presented in Table XX. Although most of the correlations were found to be rather small in magnitude they indicated the existence of a number of significant relationships. In general they illustrated the existence of a

TABLE XIX

MATRIX OF MEASURES OF ASSOCIATION BETWEEN COMMITMENT
AND PROFESSIONAL ROLE VARIABLES
(N=829, General Sample)

Commitment Scale	Association Statistic	Professional Role Orientation Scale Means				
		Knowledge	Service	Prof. Org.	Col- Prof.	St.-Aut. Total
Commitment to Goals of A.T.A.	Chi Square	63.00***	21.67*	100+***	39.49***	29.60** 85.21***
	Gamma	0.421***	0.070	0.471***	0.375***	0.218* 0.502***
Commitment to Officers of A.T.A.	Chi Square	16.80	68.09***	100+***	51.62***	17.31 100+***
	Gamma	0.166	0.184*	0.697***	0.296***	-0.019 0.511***
Total Commitment	Chi Square	96.40***	62.60***	100+***	88.58***	37.69** 100+***
	Gamma	0.351***	0.173*	0.667***	0.379***	0.108 0.586***

*Significant beyond .05 level.

**Significant beyond .01 level.

***Significant beyond .001 level.

TABLE XX

CORRELATION MATRIX FOR COMMITMENT AND PROFESSIONAL
ROLE ORIENTATION SCORES
(N=829, General Sample)

Commitment Scale	Professional Role Orientation Scale Means				
	Knowledge	Service	Prof. Org.	Col-Prof.	St.-Aut. Total Prof.
Commitment to Goals of A.T.A.	.31**	.02	.38**	.30**	.13 .39**
Commitment to Officers of A.T.A.	.13	.14	.57**	.21*	-.03 .40**
Total Commitment	.27**	.11	.63**	.32**	.06 .51**

*Significant beyond .05 level.

**Significant beyond .01 level.

low increasing monotonic relationship between commitment to the goals of the A.T.A. and knowledge orientation, orientation to the core-organization, orientation to colleagues and the profession and total professional role orientation scores. A similar relationship was indicated for commitment to the officers of the Association and orientation to the core-organization, to colleagues and the profession and to total PROS scores. Total commitment and orientation to knowledge, to the core-organization, to colleagues and the profession and to total professionalism were similarly monotonically related.

With respect to prediction, the findings also indicated that some of the variance in professional role orientation scores might be predicted from the variance of commitment scores. As an example: Less than 35 per cent of the variance of orientation to the core-organization may be predicted from the variance of commitment to the officers of the Association. Other correlations have more or less predictive value, depending on the magnitude of the correlation coefficients.

In general, these findings appear to indicate that although professional role orientation scores and commitment scores are related, they are measures of somewhat different aspects of teacher attitudes.

Discussion of Findings

The findings reported in this chapter have tended to uphold that portion of the conceptual framework of this study which suggested that The Alberta Teachers' Association is an important factor in the professionalization of teaching. This was indicated by the generally higher PROS scores of teachers who participate actively in the affairs of the Association and of teachers who are committed to its goals and officers.

The variations in professional role orientations of the different specialist council groupings appear to indicate considerable variation in the interests of these groups. If these groups tend to increase in independence there may be some important implications for intra-professional relations among the members of a teaching body that is becoming increasingly specialized. These findings are indicators of the existence of segmentation in the teaching occupation. The differences between the profiles of members of the Council on School Administration and members of the Guidance Council are examples of this divergence of interests.

It should again be noted that the effect of other variables was not considered. In the case of members of executive councils and committees and of specialist councils such variables as experience, education, sex and teaching position may

have had an influence.

It is concluded that the implicit hypotheses for the various individual variables have been supported and that hypotheses 1.3 and 2.3 may be accepted.

Summary

The major concern of this chapter was the analysis of relationships between core-organization variables and professional role orientation. The Alberta Teachers' Association was previously defined to be the formal organization which serves as the core of the professionalization movement in the teaching occupation. Two broad categories of variables were taken into consideration -- participation variables and commitment variables.

In general, more positive orientation to professionalism was found to be associated with more active participation in the affairs of the Association. A positive monotonic relationship was found between commitment and several of the professional role orientation scales. The groups derived on the basis of the background factors considered in this chapter indicated considerable variation in professional role orientation.

CHAPTER IX

PERSONAL-EDUCATIONAL FACTORS AS CORRELATES OF PROFESSIONAL ROLE ORIENTATION

This chapter contains an analysis of the data and the findings which are related to sub-problem six. This sub-problem was concerned with relationships between professional role orientation and teacher membership in segments of the profession as determined by various personal-educational variables. Hypotheses 1.4 and 2.4 predicted variations in professionalism scores among groups derived on the basis of these variables. Specific hypotheses were implied for each of the twelve such variables considered in the study.

The report of findings is divided into three sections. The sections deal with findings related to personal background variables, educational background variables and with background variables associated with entry into the teaching occupation.

Findings Related to Personal Background Variables

The results of the analysis for three personal background variables -- sex, marital status and ethnic origin -- are reported in this section.

Sex. The results of the analysis of differences in

professional role orientation between men and women are presented in Table XXI. The analysis of variance revealed differences between the mean scores of males and females which were significant beyond the .01 level on the knowledge, core-organization, colleague-profession and total PROS. In all of these scales higher mean scores were associated with male grouping. Only in the two sub-scales where no significant differences between the means was indicated by the F ratio did the female group obtain a higher score than did the male group.

The profiles of standardized mean scores of the two groups are shown in Figure VI. The configuration of these profiles appears to illustrate two roughly opposite patterns of sub-scale scores. Male teachers expressed their most positive orientation to knowledge, while female teachers were found to have their lowest score on this dimension. The secondary orientation of the male teacher group was towards the core-organization and colleagues and the profession. The female group profile was second lowest on these two dimensions. On the student-autonomy and service dimensions the male group was below the mean of the general sample. The female group reported its most positive orientation on these two dimensions, its major orientation being towards student-autonomy.

TABLE XXI
RELATIONSHIP BETWEEN SEX OF RESPONDENTS AND PROS SCORES
(N=821, General Sample)

Sex	N	Professional Role Orientation Scale Means				
		Knowledge	Service	Core-Orig.	Col-Prof.	St.-Aut. Total
1. Male	355	20.71	18.23	21.65	22.00	20.62 103.62
2. Female	466	19.54	18.60	20.50	21.27	20.88 100.88
F Ratio		37.521**	2.063	14.557**	14.037**	1.891 12.764**
Chi Square		31.20**	9.24	18.78**	13.79**	2.63 24.50**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

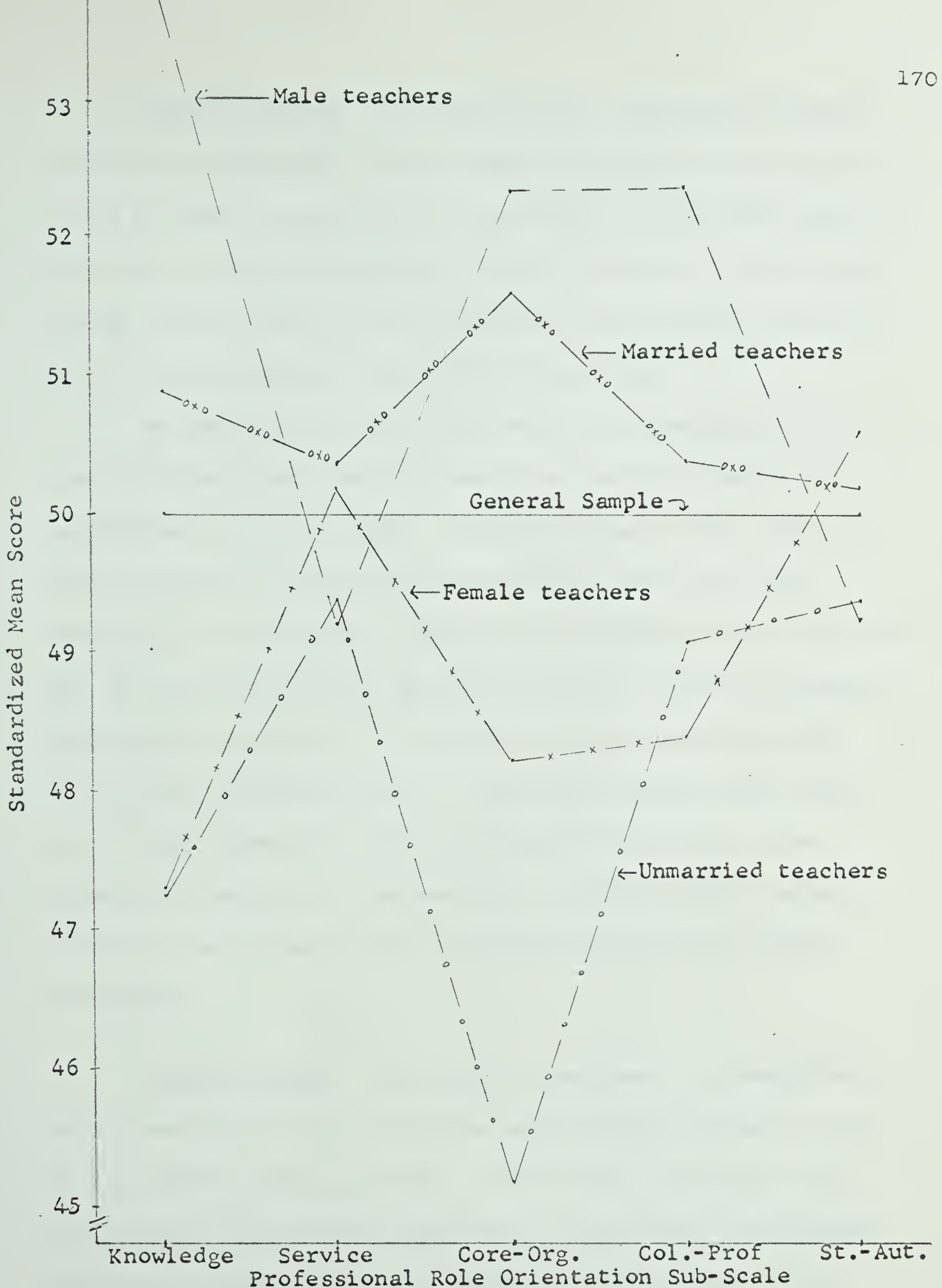


FIGURE VI

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON BASIS OF
PERSONAL BACKGROUND FACTORS

Marital status. The significant differences between married and unmarried teachers were indicated by the analysis to be in their orientation to knowledge, to the core-organization and to total professional role. As shown in Table XXII, higher scores tended to be associated with married status on all of the sub-scales and on the total PROS.

As was the case with male and female group profiles, the profiles of married and unmarried teachers tend to be reflections of one another. Figure VI (page 170) shows married teachers to be core-organizationals and unmarried teachers to be primarily service and student-autonomy oriented. All of the scores of the married group fell above the general sample means and all of the scores of the unmarried group fell below the sample means. Unmarried teachers were least positively oriented to the core-organization and to the knowledge dimension. The secondary orientation of the married group was towards the knowledge dimension of professionalism.

Ethnic origin. For analysis purposes the respondents were classified into Anglo-Saxon and non-Anglo-Saxon groups on the ethnic origin variable. Table XXIII indicates that the analysis of variance revealed no significant differences between the means of the two groups on any of the scales.

TABLE XXII

RELATIONSHIP BETWEEN MARITAL STATUS OF RESPONDENTS
AND PROS SCORES
(N=819, General Sample)

		Professional Role Orientation Scale Means					
Marital Status	N	Knowledge	Service	Core-Org.	Col-Prof.	St.-Aut.	Total
1. Unmarried	201	19.61	18.28	19.62	21.40	20.64	99.56
2. Married	618	20.19	18.50	21.45	21.64	20.80	102.59
F Ratio		6.748**	0.494	28.376**	1.106	0.590	15.09**
Chi Square		6.11	3.82	28.26**	0.81	6.96	12.83*

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXIII
RELATIONSHIP BETWEEN ETHNIC ORIGIN OF RESPONDENTS AND
PROS SCORES
(N=805, General Sample)

		Professional Role Orientation Scale Means						
Ethnic Origin	N	Knowledge	Service	Core-Org.	Col-Prof.	St.-Aut.	Total	
1. Anglo-Saxon	405	20.07	18.42	21.03	21.53	20.76	101.82	
2. Non-anglo-Saxon	400	19.98	18.47	21.00	21.61	20.71	101.78	
F Ratio		0.221	0.050	0.007	0.156	0.059	0.005	
Chi Square		3.12	1.16	6.63	2.51	3.01	5.37	

*Significant beyond the .05 level.
**Significant beyond the .01 level.

Discussion of Findings Related to Personal Background Variables

As was noted in the discussion of related research, sex of individuals is commonly used as a classification variable for comparison of professional attitudes. The findings of this study tend to support the findings usually reported for this variable. That is, males are generally more positively oriented to the dimensions of professionalism than females. The findings also tend to support the image of altruistic orientation of females. At the present time the apparently divergent orientations of males and females may be fairly significant findings when it is remembered that the majority of the teacher force is female and that the administrative and leadership positions are generally held by males.

As was the case with the classification according to sex, the effect of other variables was not considered in the analysis of data grouped according to marital status. However, the results illustrate the existence of segments with considerably different professional role orientations in both cases.

The results reported here for the ethnic origin variable are based on a very gross type of classification. They are not consistent with those reported by other investigators who made finer distinctions between ethnic groups in their

studies.

Findings Related to Educational Background Variables

The data collected from respondents included information on four educational background variables -- years of teacher education, normal school attendance, holding bachelor degree other than B.Ed. and teaching experience. Since it is generally assumed that practice provides a learning experience the last variable is included in this section.

Years of teacher education. Table XXIV illustrates that the analysis revealed a number of associations between professional role orientation and classification of respondents according to their years of teacher education. The gamma statistic indicates that for all except the student-autonomy scale higher scores tended to be associated with more years of teacher education. Significant differences among the group mean scores were revealed by the analysis of variance for the knowledge, core-organization, colleague profession and total professional role orientation scales. The results of the Newman-Kuels comparison of mean scores is presented below.

TABLE XXIV

RELATIONSHIP BETWEEN YEARS OF TEACHER EDUCATION AND
RESPONDENTS' PROS SCORES
(N=820, General Sample)

Professional Role Orientation Scale Means									
	Number of years of Teacher Education	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total	
1.	0 - 1.9	170	19.27	18.85	20.25	20.95	20.75	100.06	
2.	2.0 - 3.9	234	19.81	18.81	20.09	21.13	20.83	100.05	
3.	4.0 - 4.9	196	20.32	18.27	21.41	22.11	20.67	102.78	
4.	5.0 or more	220	20.66	18.56	22.16	22.06	20.80	104.23	
			F Ratio	9.389**	1.275	11.585**	9.748**	0.142	9.983**
			Chi Square	25.97**	9.99	36.48**	40.03**	6.28	31.72**
			Gamma	0.180*	0.015	0.198**	0.186*	-0.016	0.219**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Knowledge Orientation Means	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Core-Organization Orientation Means	<u>4</u>	<u>3</u>	<u>1</u>	<u>2</u>
Colleague-Profession Orientation Means	<u>3</u>	<u>4</u>	<u>2</u>	<u>1</u>
Total Professional Orientation Means	<u>4</u>	<u>3</u>	<u>1</u>	<u>2</u>

(1 = 1.0 - 1.9, 2 = 2.0 - 2.9, 3 = 3.0 - 3.9, 4 = 4.0 - 4.9 and 5 = 5.0 or more years of teacher education.)

The F ratio revealed an increasing monotonic relationship between knowledge sub-scale score and years of teacher education. The Newman-Kuels comparison showed that the mean score of the five or more years of teacher education group was significantly higher than the mean scores of the "1.0 to 1.9 and 2.0 to 2.9 years of teacher education" groups. The group of teachers with 4.0 to 4.9 years of education scored significantly higher on this dimension than did the "1.0 to 1.9 years of education" group.

The reversal of ordering of mean scores of the "1.0 - 1.9 years of education" group and the "2.0 - 2.9 years of education" group prevented the relationship from being completely monotonic on the core-organization sub-scale. However, since the difference between the means of these two groups was not significant the ordering may be considered not significant. The mean scores of these two groups was found to be significantly lower than the mean scores of the two groups with

four or more years of teacher education. Similar relationships were indicated for scores on the colleague-profession sub-scale and the total PROS.

Figure VII presents the profiles of the four groups as they are indicated by the pattern of standardized mean scores on the various sub-scales. Two basic orientation patterns are apparent. The configuration of the scores of the two groups with less than four years of teacher education are similar and tend to be "mirror images" of the configuration patterns of the two groups with four or more years of teacher education.

Both the "1.0 - 1.9" and "2.0 - 2.9 years of education" groups were primarily service oriented with their secondary orientation being towards student-autonomy. The lowest score of the "1.0 - 1.9 years of education" group was on the knowledge sub-scale and that of the "2.0 - 2.9 years of education" group was on the core-organization sub-scale.

The "5.0 or more years of education" group tended to be core-organizational in its major orientation, but its orientation to knowledge was also relatively high. The "4.0 - 4.9 years of education" group was colleague-professional, with a secondary orientation to the knowledge dimension of professionalism. Both of these groups were least positive in their orientations to service and student-autonomy. It

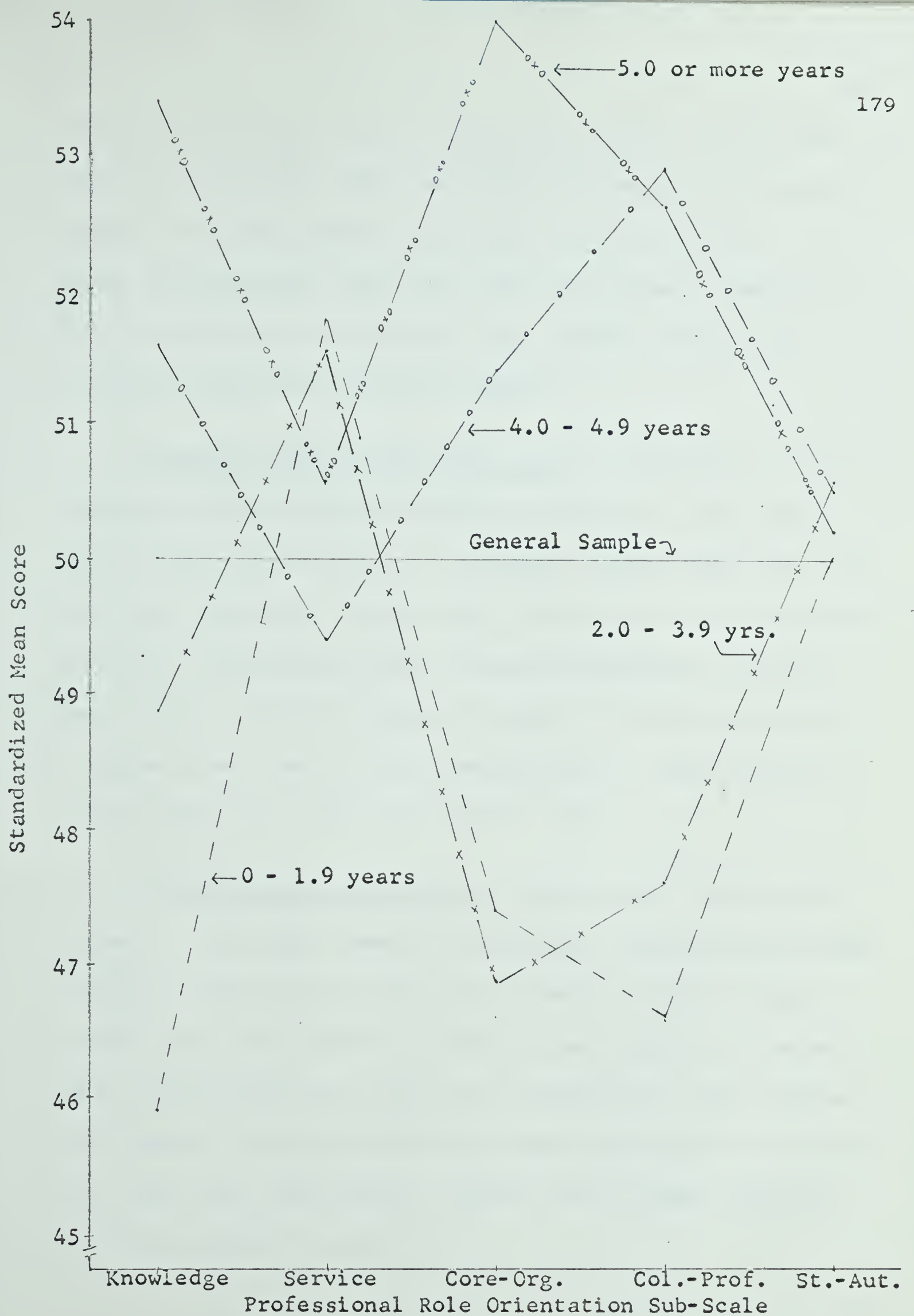


FIGURE VII

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON BASIS OF
NUMBER OF YEARS OF TEACHER EDUCATION

should be noted that all of the scores of the "5.0 or more years of education" group were above the mean of the general sample. Only the service sub-scale score of the "4.0 - 4.9 years of education" group fell below the general sample mean. For the other two groups only their service and student-autonomy scores were above this mean.

Bachelor degree other than B.Ed. The results of the analysis of data grouped according to whether respondents were or were not holders of a bachelor degree other than the B.Ed. are presented in Table XXV. Significant F ratios were found for the knowledge and colleague-profession sub-scale mean scores. On both scales the group of teachers who held a degree other than the B.Ed. were found to score significantly higher than the "non-holder" group.

Normal school attendance. The analysis which is reported in Table XXVI revealed significant differences between the mean scores of the group who attended a normal school and the group who did not attend a normal school on the service, core-organization and total professional role orientation scales. In each instance the mean score of the "attending" group was significantly higher than the mean score of the "non-attending" group.

TABLE XXV

RELATIONSHIP BETWEEN HOLDING OR NON-HOLDING OF BACHELOR DEGREE
(OTHER THAN B.ED.) AND RESPONDENTS' PROS SCORES
(N=817, General Sample)

Grouping	N	Professional Role Orientation Scale Means					St.-Aut. Total
		Knowledge	Service	Core- Org.	Col- Prof.		
1. Hold Bach. degree (Other than B.Ed.)	200	20.60	18.18	21.16	22.30	20.66	102.88
2. Non-holders	617	19.87	18.54	20.95	21.37	20.80	101.54
	F Ratio	10.648**	1.474	0.339	16.766**	0.477	2.923
	Chi Square	13.69**	2.72	5.16	26.82**	1.151	9.01

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXVI

RELATIONSHIP BETWEEN ATTENDANCE OR NON-ATTENDANCE AT NORMAL
SCHOOL AND RESPONDENTS' PROS SCORES
(N=812, General Sample)

		Professional Role Orientation Scale Means					
Normal School Att.	N	Knowledge	Service	Core- Org.	Col- Prof.	St.Aut.	Total
1. Yes	364	20.10	18.89	22.09	21.76	20.80	103.65
2. No	448	20.06	18.04	20.16	21.44	20.72	100.42
F Ratio		0.056	10.701**	42.509**	2.539	0.177	22.856**
Chi Square		0.98	8.71	49.46**	2.75	3.71	18.44**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Teaching experience. Relationships between PROS scores and grouping on the basis of the number of years of teaching experience are illustrated in Table XXVII. The analysis of variance produced statistically significant F ratios for all of the sub-scales except student-autonomy. It also indicated a significant difference among the mean scores of the groups on the total professional role orientation scale. The results of the Newman-Kuels comparison for differences among pairs of means is schematically represented below.

Knowledge Orientation Means	<u>5</u>	<u>4</u>	<u>1</u>	<u>3</u>	<u>2</u>
Service Orientation Means	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>2</u>
Core-Organization Orientation Means	5	4	3	<u>1</u>	<u>2</u>
Colleague-Profession Orientation Means	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>	2
Total Professional Orientation Means	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>2</u>

(1 = 1 or less, 2 = 2 - 6, 3 = 7 - 12, 4 = 13 - 21 and 5 = 22 or more years of teaching experience.)

No significant differences between any pairs of knowledge dimension mean scores was indicated by this method of treatment.

The service mean score of the most experienced group of teachers was found to be significantly higher than the service mean scores of the three groups with less than twelve

TABLE XXVII

RELATIONSHIP BETWEEN YEARS OF TEACHING EXPERIENCE AND
RESPONDENTS' PROS SCORES
(N=819, General Sample)

		Professional Role Orientation Means					
Years of Teaching Experience	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total
1. 1 or less	67	19.99	17.93	19.40	21.33	20.84	99.48
2. 2 - 6	245	19.73	17.82	19.34	21.07	20.79	98.74
3. 7 - 12	181	19.86	18.50	20.80	21.62	20.72	101.51
4. 13 - 21	184	20.29	18.60	21.96	21.92	20.82	103.59
5. 22 or more	142	20.59	19.43	23.59	22.06	20.71	106.37
F Ratio		2.740*	4.679**	30.633**	3.986**	0.064	18.053**
Chi Square		9.79	24.19	100+**	19.92	11.07	57.79**
Gamma		0.101	0.155*	0.399**	0.164*	0.019	0.304**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

years of experience.

Significant differences between the mean scores of all of the groups, except of the two groups with less than six years of teaching experience, were indicated by the Newman-Kuels comparison of the core-organization treatment means. On the colleague-profession dimension the mean score of the "2 - 6 years of teaching experience" group was significantly lower than the scores of all the other groups. No significant differences were indicated among the means of these four groups.

The most experienced group of teachers was found to have a significantly higher mean score on the total PROS than any of the groups with twelve or fewer years of teaching experience. The "13 - 21 years of experience" group was significantly higher than either of the two groups with six or less years of teaching experience and the "7 - 12 years of experience" group scored higher than the second least experienced group.

The orientation profiles, constructed on the basis of the standardized mean scores of each group on each scale, are shown in Figure VIII. The profile configurations of the two most experienced groups are roughly similar to one another as are those of the two least experienced groups. These two sets of profiles are approximate reflections of one another.

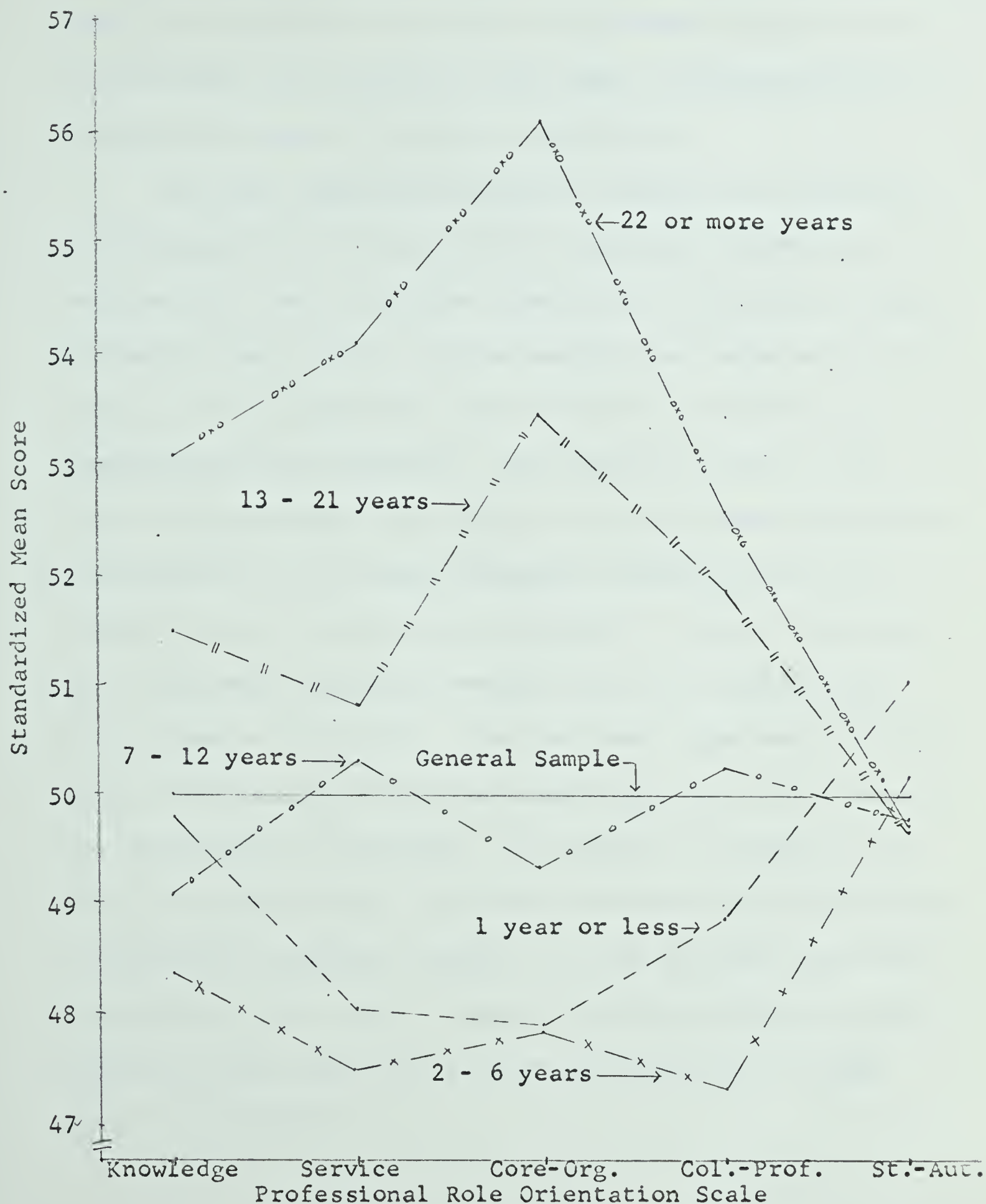


FIGURE VIII

MEAN SCORE PROFILES OF GROUPS CLASSIFIED ON BASIS OF
NUMBER OF YEARS OF TEACHING EXPERIENCE

Along with the profile of the "7 - 12 years of experience" group, the profiles illustrate a considerable variation in professional role orientation patterns of groups derived on the basis of years of teaching experience.

The most experienced group of teachers was primarily core-organization oriented, with a secondary orientation to service and a least positive orientation to student-autonomy. The pattern was similar for the second most experienced group, except that its secondary orientation is towards the colleague-profession dimension. The profile of the "7 - 12 years of experience" group shows it to have been oriented to both service and colleague-profession dimensions with its lowest score on the knowledge dimension. However there was not a very wide variation between any of the standardized mean scores of this group. The two least experienced groups were both primarily student-autonomy oriented, with a secondary orientation to knowledge. For these two groups all the sub-scale scores except the student-autonomy score fell below the means of the general sample. All of the mean scores of the group with one year or less of teaching experience were higher than the mean scores of the group with two to six years of experience.

Discussion of Findings Related to Educational Background Factors

The findings reported here tended to support those reported by Colombotos (2), Norton (5), Ingram (3) and Ratsoy (6). Teachers with more university education were more positively oriented towards some aspects of professionalism. It may be that the significantly higher orientation on the knowledge dimension of those who possessed a bachelor degree other than the B.Ed. is a reflection of their subject oriented education, since the other degree was most likely to have been a B.A. or general B.Sc. Since the findings respecting holders of degrees other than the B.Ed. are consistent with those reported for years of teacher education and experience the possible effect of other variables should not be overlooked. This is also true for the findings with respect to relationships involving normal school attendance, since normal schools have not operated in Alberta since 1944.

The consistent ordering of groups according to magnitude of means tends to reinforce the conclusion of an association between variation in role orientation and years of teaching experience. The findings support Tiedeman's view of stages in the development of a teacher's role (7, pp. 85-90).

All of the findings lend support to the contentions of the NCTEPS (4) and of Bucher and Strauss (1) that educational

factors may form an important basis for segmentation in the education profession. On the basis of these findings the implicit hypotheses respecting relationships between professional role orientation and classification on the basis of educational background variables may be accepted.

Findings Related to Variables Associated with Entry into Teaching

This section includes a report of the findings with respect to relationships involving a variety of variables and professional role orientation. Most of the variables are associated with respondents' activities prior to entering teaching.

The analysis which is summarized in Table XXVIII revealed that teachers who received their first certificate in the Province of Alberta scored significantly higher on orientation to the core-organization than did teachers certificated in other Canadian provinces, but not significantly higher than those first certificated outside Canada. Alberta certificated teachers scored significantly higher than those from outside Canada on the service sub-scale. They did not score significantly higher than those who received their first teaching certificate in another Canadian province.

TABLE XXVIII

RELATIONSHIP BETWEEN PLACE OF FIRST CERTIFICATION AND
RESPONDENTS' PROS SCORES
(N=815, General Sample)

		Professional Role Orientation Scale Means					
Place of First Certification	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total
1. Alberta	589	20.12	18.58	21.37	21.53	20.72	102.32
2. Other Canadian Province	165	19.85	18.47	20.07	21.74	20.89	101.02
3. Other	61	19.95	17.23	20.20	21.62	20.87	99.87
F Ratio		0.666	3.690*	7.171**	0.372	0.314	2.582
Chi Square		11.58	19.09*	27.31**	4.88	8.36	15.67

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Teachers who received degrees in another field before taking teacher education were found to be significantly more positively oriented to knowledge, to their colleagues, and to the profession than those who did not receive such degrees. A summary of the data is given in Table XXIX.

The findings reported in Table XXX indicate only one statistically significant difference between the mean scores of the group who transferred to education before completing another program and of the group that did not do so. The group which went directly into education was found to have the higher mean score on the core-organization sub-scale.

As is indicated in Table XXXI, no significant relationships were found between grouping derived on the basis of whether or not a teacher was employed in another field prior to entry into education.

When respondents were classified on the basis of having been out of teaching (or not) for at least five years prior to re-entry into the occupation, the group that reported no such "gap" in its teaching career was found to score significantly higher on the orientation to knowledge sub-scale. As is shown in Table XXXII, no other significant relationships were found between "gap" in teaching career and professional role orientation scores.

TABLE XXIX

RELATIONSHIP BETWEEN DEGREE IN OTHER FIELD BEFORE ENTERING
TEACHING AND RESPONDENTS' PROS SCORES

(N=814, General Sample)

		Professional Role Orientation Scale Means					
Received degree in other Field before Teach.	N	Knowledge	Service	Core- Org.	Col-Prof.	St.-Aut	Total
1. Yes	134	20.74	18.05	20.60	22.13	20.87	102.39
2. No	680	19.93	18.53	21.05	21.49	20.76	101.76
F Ratio		9.675**	1.836	1.220	5.872*	0.165	0.462
Chi Square		24.30**	2.88	5.46	10.25*	0.97	9.02

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXX

RELATIONSHIP BETWEEN TRANSFERRING TO EDUCATION BEFORE COMPLETING
ANOTHER PROGRAM AND RESPONDENTS' PROS SCORES
(N=812, General Sample)

		Professional Role Orientation Scale Means					
Transferred to Educ. from Other Prog.	N	Knowledge	Service	Core- Org.	Col- Prof.	St.-Aut.	Total
1. Yes	61	20.02	17.82	19.82	21.74	20.75	100.15
2. No	680	20.06	18.50	21.08	21.58	20.77	101.98
F Ratio		0.010	1.851	4.854*	0.184	0.003	2.026
Chi Square		1.70	2.98	4.59	2.38	1.60	5.25

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXXI

RELATIONSHIP BETWEEN EMPLOYMENT IN OTHER VOCATION PRIOR TO FIRST
ENTRY INTO TEACHING AND RESPONDENTS' PROS SCORES

(N=817, General Sample)

Professional Role Orientation Scale Means							
Employment in Other Field	N	Knowledge	Service	Core-Org.	Col-Prof.	St.-Aut	Total
1. Yes	151	20.26	18.48	20.70	21.49	20.54	101.47
2. No	666	20.00	18.62	21.06	21.60	20.82	101.90
F Ratio		1.079	0.037	0.891	0.185	1.398	0.254
Chi Square		2.47	1.53	4.74	1.14	1.29	0.48

*Significant beyond the .05 level.

**Significant beyond the .01 level.

TABLE XXXII
RELATIONSHIP BETWEEN "GAP" IN TEACHING CAREER AND
RESPONDENTS' PROS SCORES
(N=817, General Sample)

Professional Role Orientation Scale Means									
	Re-entry into teaching after ab- sence of minimum of five years	N	Knowledge	Service	Core- Org.	Col- Prof.	St.- Aut.	Total	
1. Yes		203	19.64	18.28	21.19	21.46	21.02	102.13	
2. No		614	20.19	18.32	20.96	21.63	20.68	101.78	
			F Ratio	6.112*	2.863	0.441	0.542	2.397	0.196
			Chi Square	8.49*	5.11	1.62	2.14	4.57	2.86

*Significant beyond the .05 level.

**Significant beyond the .01 level.

Discussion of Findings Related to Variables Associated With Entry Into Teaching

With respect to the findings related to the "entry into teaching" variables, they do not completely support the contention, for teaching, of many writers that the members of a profession display an early commitment to their occupation and practice it as a life-long career. The basis of this conclusion is the rather small number of significant relationships reported in connection with the analysis of the data for these variables.

Since it is not uncommon to hear criticism of the attitude of students who transfer to education after obtaining a degree in another field it is interesting to note that this group scored higher than non-transferees on the knowledge and colleague-profession dimensions. The finding of a significantly less positive orientation to knowledge on the part of those teachers who reported a "gap" in their teaching career appears to support those in education who argue for a refresher course of some kind for such persons. The assumption is, of course, that such a course would be useful in producing a more positive orientation on this dimension. The findings also provide some support for those who contend that more formal education is a requirement for upgrading the professional status of teaching.

The findings reported above justify the acceptance of the hypotheses which predicted that differences in professional role orientation exist among groups of teachers when they are classified according to various personal and educational background variables. It should again be noted that the acceptance of these hypotheses is based on an analysis which considered one variable at a time. If groups were derived on the basis of several variables in combination the results would have been considerably more representative of the "true" situation as it existed. The results reported in this chapter suggest that segmentation in the teaching profession along the lines of teacher differences in sex, education, teaching experience and marital status is in existence.

Summary

This chapter examined the relationship between professional role orientation and classification of teachers into groups on the basis of personal and educational variables. Personal variables considered were: sex, marital status and ethnic origin. Educational variables were: length of education and experience in teaching, holding of a bachelor degree other than the B.Ed. and normal school attendance. Several variables associated with entry into the teaching occupation were also examined.

In general, the findings supported hypotheses 1.4 and 2.4 in that considerable variation in role orientation was found among the various groups derived from classification according to the above variables. The findings provided a strong indication of the existence of segments in the teaching occupation.

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CHAPTER X

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY OF THE STUDY

This study was designed as an investigation of the nature of professionalism -- as indicated by professional role orientation -- among Alberta teachers. It was concerned with determining some correlates of professional role orientation as well as with relationships among the five dimensions of professionalism for various segments of the teaching occupation. The relationship of teacher membership in segments of the occupation derived on the basis of school, technological, core-organizational and personal-educational background factors to professional role orientation, which is one of the determinants of professional behavior, was considered to be an indicator of professionalization in teaching.

Conceptual Framework

The study was based on a number of theoretical considerations. The process of professionalization was viewed as a social movement with a formal organization at its "core."

A profession was viewed as one of the occupational classifications in our society. Professionalism was defined in terms of an ideology with five basic dimensions. These

dimensions involved beliefs with respect to: (a) Competence in the practice of the occupation being founded on the study of an esoteric body of theoretical knowledge; (b) the service provided by the members of a profession as being unique, impartial, essential to society and based on an altruistic motive of service to clients and society; (c) a formal core-organization which has the interests of its members and of society as its concerns, serving as the focus for the professionalization of the occupation; (d) the members having a unique sense of identity and occupational unity; (e) relationships with clients involving faith and trust in the practitioner which lead him to demand autonomy with respect to decisions related to the practice of the occupation.

It is not expected that any particular occupational group satisfies these criteria in the "ideal." The extent of professionalization of a particular occupation may be represented on a continuum which ranges from the "ideal professional group" to the completely "unsystematized occupational group." The consequences of the operation of various processes in the professional social system are manifested in segments of a profession being located at various points on the continuum at any particular time. Similarly, different professions may be located at different places on the continuum.

Teachers' professional role orientation was postulated as a cognitive determinant of behavior which satisfies the professional aspects of occupational role expectations.

A scheme employing the proposed model of professionalism and the concepts from professionalization as a social movement was devised to illustrate the interaction of sets of complex variables within the professional social system. The scheme particularly linked the emergence of professional role orientation with teacher background variables.

Analysis of the Problem

The analysis of the problem was approached through a review of the related research. Although considerable research on the work of teaching and teachers' roles was investigated, there was very little previous research on teacher professionalism and professional role orientation. Much of the research reviewed produced some reservations regarding the findings because of their tentative nature and the rather tenuous conclusions and implications which were reached by previous investigators.

However, the investigation of studies in teaching and other occupations suggested that human beings in "the world of work" tend to develop a variety of occupational role orientations which can be systematically classified. The most

typical classifications reported were related to derivations based on orientation to the formal employing organization or the formal organization within which the work is carried on; orientation to the "service to society" aspects of the vocation; and orientation to the occupational group and the occupation as a social institution. The latter role was usually classified as "the professional role." This role orientation provides human beings with a unique occupational identity -- teacher, dentist, engineer, lawyer.

The research also provided evidence that considerable variation in orientation existed within each occupational "role type," and that this variation was related to a variety of determinant variables or correlates.

Hypotheses. The previous research which suggested sub-problems 1 and 2 for investigation resulted in the statement of hypotheses 1.1, 1.2, 1.3 and 1.4. These research hypotheses, formulated on the basis of the conceptual framework, were concerned with the nature of relationships among the five dimensions of professional role orientation of teacher groups.

Hypotheses 2.1, 2.2, 2.3 and 2.4 were formulated from the conceptual framework, on the basis of the related research, which suggested the existence of variation in professional

role orientation among segments of the teaching occupation derived on the basis of various background classification variables.

All eight hypotheses were non-directional and were stated in general form for sets of variables. Specific hypotheses were implied from these for specific variable relationships which were to be tested.

Instrumentation and Methodology

Instrumentation. The Teacher Opinion Questionnaire consisted of three parts: (1) a Professional Role Orientation Scale (PROS), (2) a commitment section, and (3) a background information section.

The PROS, a summated rating Likert-type scale, was prepared by revising a similar scale originally prepared by Corwin and associates (1). Revisions and additions to the scale were made on the basis of suggestions from the conceptual model and findings of related research. Revisions included the addition of two sub-scales and the combining of two of Corwin's sub-scales into one. The final form of the PROS had five sub-scales, each corresponding to one of the dimensions of the professional model.

An empirical evaluation of commitment to the goals of The Alberta Teachers' Association and to its officers was

obtained by employing the corresponding sections of a commitment instrument prepared by Ingram (2).

The background information section was used as the basis for grouping of teacher respondents. The item formulation was based on suggestions from the related literature.

Pilot Study. A pilot study was conducted in four schools with sixty-nine teachers. It formed the basis for item selection, checking format and scale validation. The items were selected on the basis of their ability to discriminate between two groups of teachers judged as being "high" or "low" on professionalism according to a definition based on the "ideal profession" model. The differences between the mean scores of the two groups on four of the sub-scales and on the total scale were all significant beyond the .01 level. For the colleague-profession sub-scale the difference was significant beyond the .025 level. Reliability of the scales was determined by employing the split-half method and Spearman-Brown prophecy formula on both the pilot and main study sample distributions. Estimated whole-test reliabilities ranged from $r = .44$ to $r = .81$. Intercorrelations among the scale scores indicated that each of the sub-scales was quite discrete from the other, but also made a significant contribution to the total professional role orientation score.

Data collection. The general sample for the study was selected from The Alberta Teachers' Association's list of teachers who were employed by public school boards. A special random sample of provincial committee members, A.T.A. Local presidents and secretaries, A.T.A. Local committee members, members of the Council on School Administration and the Guidance Council was also selected. Returns of 829 from the general random sample and 333 from the special random sample represented a response of 71 and 77 per cent, respectively.

Statistical treatment. After the data from the questionnaires were placed on IBM cards, respondents' scores were computed and subjected to statistical analysis. The distributions of the data were only slightly skewed. On the basis of the Central Limit Theorem the robust F test was used for testing most of the specifically implied hypotheses. Similarly robust product-moment correlations were employed where both dependent and independent variables were completely quantified. Results of chi square tests were also reported as a non-parametric test of the hypotheses for some readers who prefer to employ this statistic in the interpretation of the type of data reported in this study. In instances where both variables could be placed in ordered classes the gamma statistic was employed as an indication of relationship

between the orderings of the two variables.

When significant F ratios were indicated the nature of the differences was investigated further by means of the Newman-Kuels comparison method as a posteriori test. In all cases the .05 confidence level was selected for the rejection of the null hypotheses.

The mean scores of the sub-groups were standardized on the basis of the general sample scores. These standardized mean scores were employed in producing graphic profiles of sub-groups' scores on the PROS sub-scales.

Results of Statistical Analysis

A summary of the results of the analysis of the data which was employed to test the hypotheses is given in Table XXXIII. The analysis revealed the following:

School factors. Hypotheses 1.1 and 2.1 were partly supported in that the implied hypothesis regarding the relationship between professional role orientation and teacher membership in groups derived on the basis of the number of teachers on the school staff was supported, but the hypothesis respecting relationship between professional role orientation and type of employing school unit was rejected.

A positive monotonic relationship between the number of teachers on the school staff and the scores on the

TABLE XXXIII

SUMMARY OF FINDINGS WITH RESPECT TO RELATIONSHIPS
BETWEEN BACKGROUND VARIABLES AND PROFESSIONAL
ROLE ORIENTATION SCORES

Background Variable	Professional Role Orientation Scale					
	Know- ledge	Service	Core Org.	Col.- Prof.	Stud.- Aut.	Total
<u>School Factors</u>						
Staff Size	S	NS	S	S	NS	S
Type of School Unit	NS	NS	NS	NS	NS	NS
<u>Technological Factors</u>						
Teaching Posit.	S	NS	S	S	S	S
Curriculum Spec.	S	NS	NS	S	S	S
<u>Core-Organizational Factors</u>						
Participation in Prov. A.T.A.	S	NS	S	S	NS	S
Spec. Coun. Mem.	S	S	S	S	S	S
Local Executive Membership	S	NS	S	S	NS	S
Local Meet. Att.	NS	NS	S	S	NS	S
Local Educ. Part.	S	S	S	S	S	S
Local Welfare Participation	S	NS	S	S	NS	S
Commitment to Goals	S	S	S	S	S	S
Commitment to Officers	NS	S	S	S	NS	S

NOTE: "S" denotes significant relationship beyond .05 level.
"NS" denotes relationship not significant at .05 level.

TABLE XXXIII (CONTINUED)

Background Variable	Professional Role Orientation Scale					
	Know- ledge	Service	Core Org.	Col.- Prof.	Stud.- Aut.	Total
<u>Personal-Educational Factors</u>						
Sex	S	NS	S	S	NS	S
Marital Status	S	NS	S	NS	NS	S
Ethnic Origin	NS	NS	NS	NS	NS	NS
Years of Teacher Education	S	NS	S	S	NS	S
Bachelor Degree Not B.Ed.	S	NS	NS	S	NS	NS
Attendance at Normal School	NS	S	S	NS	NS	S
Years of Teaching Experience	S	S	S	S	NS	S
Place Where First Certificated	NS	S	S	NS	NS	NS
Degree in Other Field before Ed.	S	NS	NS	S	NS	NS
Transfer to Educ. from Other Prg.	NS	NS	S	NS	NS	NS
Prior Employ. in Other Field	NS	NS	NS	NS	NS	NS
Gap in Teaching Career	S	NS	NS	NS	NS	NS

NOTE: "S" denotes significant relationship beyond .05 level.
 "NS" denotes relationship not significant at .05 level.

knowledge, core-organization, colleague-profession and total professional role orientation scales was indicated.

The orientation score of teachers from schools of 15 - 24 staff members was highest on the colleague-profession dimension. The other two groups were primarily service oriented.

Technological factors. Hypotheses 1.2 and 2.2, which predicted that teachers classified according to membership in technological factor groups differ in total professional role orientation and in their patterns of orientation to the five dimensions of professionalism, were supported.

Significant differences in total professional role orientation and sub-scale scores were found among groups classified according to teaching position and among groups classified according to curriculum specialization. Knowledge, core-organization, colleague-profession, student-autonomy and total professional role orientation scores were related to "position" classification. In general, higher scores were associated with positions which are usually ascribed higher "status" in the school hierarchy. Principals and vice-principals and high school teachers were primarily knowledge oriented. Specialists could be classed as colleague-professionals. Junior high school teachers were primarily oriented

toward student-autonomy and elementary teachers were primarily service oriented.

Significant relationships were indicated between curriculum specialization and knowledge, colleague-profession, student-autonomy and total PROS scores. The mathematics-science teacher group scored the highest of the three classification groups, on the knowledge sub-scale, and the social studies-English group was highest on the other three scales.

Core-organization factors. General hypotheses 1.3 and 2.3, which predicted variation in professional role orientation scores among teachers grouped according to various background factors associated with The Alberta Teachers' Association, were supported in that all of the implicit hypotheses for the specific variables were supported.

Participation in provincial A.T.A. affairs was related to knowledge, core-organization, colleague-profession and total PROS scores. Participants scored significantly higher on these scales than non-participants. Members who participated in A.T.A. Local educational activities scored significantly higher on all the PROS scales than non-participants. Members of Economic Policy Committees were significantly higher on orientation to knowledge, the core-organization, colleague-profession and total professional role orientation

scales than non-members. All the groups of "high" participants were core-organization oriented. Higher attendance at A.T.A. Local meetings was associated with higher core-organization, colleague-profession and total PROS scores.

The activities of the specialist councils of the A.T.A. are among the major Association educational activities to occur on a province-wide basis. A significant relationship between grouping on the basis of membership in four major subject area councils (mathematics, science, English and social studies), the Council on School Administration, the Guidance Council, other councils and no council membership and scores on all of the PROS scales was indicated. The highest orientation score of Council on School Administration members and major subject area council members was on the core-organization sub-scale. The major orientation of Guidance Council members was to the knowledge dimension of professional role orientation. The group of teachers who did not belong to a council scored below the general sample mean on all the sub-scales except student-autonomy. Their orientation tended to be towards service and the core-organization, while the "other" group were colleague-profession oriented.

Low positive monotonic relationships were revealed between commitment to the goals of the A.T.A. and all of the

PROS scores as well as between commitment to the officers of the A.T.A. and all of the scale scores except student-autonomy and knowledge scores. Low product-moment intercorrelations among the commitment and PROS scores indicated that their items tended to measure differing "content."

Personal-educational factors. Since only two of the twelve implicit hypotheses related to specific personal-educational background variables were rejected, it was concluded that hypotheses 1.4 and 2.4, which predicted variation in professional role orientation among groups classified according to these variables, were supported in the main.

Significantly higher scores on the PROS were found for males, as compared to females, on the knowledge, core-organization, colleague-profession and total scales. Married teachers scored significantly higher on the knowledge, core-organization and total PROS than unmarried teachers. Male teachers were primarily oriented towards knowledge and female teachers towards the service dimension. Married teachers could be classified as core-organizational and unmarried teachers were primarily oriented towards service and student-autonomy.

A positive monotonic relationship was revealed between years of teacher education and orientation to knowledge score.

Years of teacher education classification was also related to orientation to the core-organization, colleague-profession and total professional role orientation scores. Although the general tendency was for higher scores to be associated with more years of teacher education in the latter three scales, the relationships were not completely monotonic. The teacher group with 5.0 or more years of teacher education was classed as core-organization oriented and the 4.0 - 4.9 years of education group was classed as colleague-profession oriented. The two groups with less than four years of education were primarily oriented towards service.

Significant relationships were indicated between grouping according to length of teaching experience and all the PROS scores except the student-autonomy score. In general teachers with more experience scored higher on the four subscales and on the total PROS. The exception to this trend was that the least experienced teachers tended to score higher than those with 2 - 6 years of experience. The two most experienced groups scored their highest on the core-organization dimensions and the major orientation of the two least experienced groups was towards student-autonomy. The 7 - 12 years of experience group tended to be oriented towards the service and colleague-profession dimensions.

Other relationships indicated among this set of variables were as follows: The Alberta certificated groups scored significantly higher on service and core-organization sub-scales than those certificated elsewhere. Holders of a bachelor degree other than the B.Ed. scored significantly higher on the knowledge and colleague-profession sub-scales than non-holders of such a degree. The group which attended normal school scored significantly higher on service and core-organization orientation than the group that did not attend a normal school. Holders of a degree in another field before entering teaching were higher on knowledge and colleague-profession orientation than those who did not have such a degree. Teachers with a five or more year "gap" in their teaching careers scored significantly lower on the knowledge orientation scale than the group which did not report such a "gap."

II. CONCLUSIONS

The conclusions which are presented here were arrived at on the basis of the evidence provided by this investigation. It should be noted that although they may appear to be somewhat universal in their statement, these conclusions are valid only for the population represented by the sample. The limitations imposed by the underlying assumptions

regarding the instruments and conceptual background should be recognized in considering these conclusions. Further, it should be noted that the analysis, which considered one background variable at a time, ignored the possible cumulative effect of combinations of variables. Hence, the findings are probably best thought of as being simple indicators of directions in extremely complex sets of relationships. Any conclusions which follow have taken these limitations into consideration.

1. The conceptual framework which postulated a continuum of professionalism implied that there are degrees of professional role orientation which may be considered as being relatively positive or negative, depending on how closely they approximate the "ideal." The PROS was constructed to indicate more positive orientation by means of higher scores. Hence, the most positive professional role orientation indicated the greatest degree of professionalization. Among the groups which exhibited a relatively high degree of total professionalization were: members of the Council on School Administration, participants in A.T.A. Local educational activities, participants in A.T.A. teacher welfare activities, Guidance Council members, Mathematics-Science Council members, specialist teachers, members of the provincial A.T.A. Executive Council and of provincial committees

of the A.T.A., teachers with 5.0 or more years of teacher education, teachers with twenty-two or more years of teaching experience and principals and vice-principals. Among the groups exhibiting the least professionalization were: teachers with one year or less of teaching experience, unmarried teachers, elementary school teachers, teachers with less than two years of university education and "low" A.T.A. Local meeting attenders.

2. In that the results of the study have provided some basis for making conclusions with respect to teacher professionalism, the evidence presented in the study supported the use of the five dimensional model as a basis for examination of the nature of professional role orientation among teachers.

3. The rather consistent findings of significant differences among groups on the knowledge sub-scale leads to the conclusion that there is considerable uncertainty among teachers with regards to consideration of teaching as an "art" or a "science." The more educated and experienced teachers appeared to favor the view that there is a scientific basis to the practice of teaching. Principals and vice-principals also tended to have the scientific view of teaching.

4. There is considerable variation in the degree to which various groups viewed the core-organization as an

important element in their orientation to the profession. The conclusion that all members of the teacher force have equal tendencies to participate in the "professionalizing" activities of the core-organization is not warranted. However, there is a substantial group of strongly oriented participants and followers, with a considerable number of sympathizers to the core-organization. The unmarried, "transferred to education from another program" and "2 - 6 years of experience" groups exhibited the least positive orientations towards the core-organization.

5. The evidence in this study indicated that orientation to student-autonomy exhibited the least inter-group variation. It is not clear whether this is a result of the nature of the scale or of actual homogeneity of orientation among the various groupings towards this dimension of professionalism.

6. On the basis of the consistently high orientation scores of principals and vice-principals and Council on School Administration members on all of the sub-scales except student-autonomy, it is concluded that school administrators are in the vanguard of the professionalization movement in teaching. These groups appear to have moved farthest along the continuum towards the "ideal" professional orientation.

The relatively low scores of these groups on student-autonomy orientation has a number of possible interpretations. Outside the possibility of weaknesses in the sub-scale, does this result imply that school administrators, although highly oriented to professionalism themselves, do not have the same view of teachers on their staffs? Or is this an orientation peculiar to persons who are regarded by many as "the" decision makers in schools?

7. The study presented evidence for a rather significant over-riding generalization. The evidence supports the conclusion that teaching is not a unitary profession. Variations in values, orientations, interests and alliances among the different groupings of teachers indicate that the predisposing conditions for "true segmentation" exist in teaching. That is, "segments" in the sense that they are subgroups with their own patterns of interests, associations and loyalties appear to exist in the teaching occupation.

The most likely correlates of segmentation are specialization in its various forms -- on the basis of: curriculum interest, function, position. Sex, amount of teacher education and teaching experience were other determinants of variations in the meanings that teachers assigned to their jobs. Evidence for the existence of "minor" segments was also provided. These were related to such variables as staff

size, late entry into the profession, transfer from another occupation or educational program and re-entry into the profession after a prolonged absence from it.

8. In general there appear to be two types of configurations of professional role orientation score profiles among the sub-groups investigated. It is noted that these two types are made up of sets of roughly similar, and not congruent, patterns of scores. One type indicates highest orientations to service and student-autonomy and the other indicates highest orientations to knowledge, the core-organization and to the colleague-profession dimension.

Male, married, active A.T.A. participants, at least four years of university education, more than thirteen years of experience in teaching, members of the Council on School Administration, members of the major subject area councils, principals and vice-principals, senior high school teachers, specialists and teachers in schools of over twenty-five teachers classification groups tended to be knowledge-core-organization-colleague-profession oriented.

Female, unmarried, less than four years of teacher education, members of staffs with less than twenty-four teachers classification groups tended to be service-student-autonomy oriented.

This type of patterning might have been produced by

factors inherent in the scales since the highest sub-scale intercorrelations were among the knowledge, core-organization and colleague-profession sub-scales. On the other hand, the cause-effect relationship might have been such as to produce these higher correlations. That is, it may have been a "true" tendency for these professional role orientations to "go together."

9. Another rather over-riding generalization is that there appeared to be an indication of a fairly strong sense of occupational identity on the part of a number of sub-groups, the lack of which has often been decried in educational circles. This was indicated by the numerous instances in which some groups scored significantly higher on the colleague-profession sub-scale. The concomitant is, of course, that other groups must have scored significantly lower.

10. It is concluded that teachers exhibit a wide variation of professional role orientation and hence in their predisposition to professional behavior. Considerable variation also exists in teachers' orientation to the dimensions of professionalism. This leads to the further conclusion that the professionalization of teaching is proceeding on a "broken front" among, both, groupings within the profession, and among the dimensional orientations within groupings of teachers.

11. On the basis of the evidence provided by the

analysis of the data it is concluded that there are numerous teacher background characteristics which are commonly ignored in discussions of teacher professionalism which may have small, but important, relationships to professional role orientation variation. These are mostly those variables which are related to background prior to entry into the profession.

The evidence appeared to indicate that there is a process of "maturing" in professional role orientation which appears to parallel the gaining of education, experience and participation in A.T.A. affairs. It should be noted that in this, as well as the other conclusions above, the generalization merely noted conclusions about relationships but not about "a priori" conditions for relationships. That is, cause-effect relationships have not been determined.

III. IMPLICATIONS

General Implications

The findings of this study appear to have numerous implications for Alberta education in general, and for various groups associated with education in the province in particular.

It is generally conceded that an important part of professionalization of recruits to an occupation takes place at the university prior to their entering the practice of the

occupation. It appears, then, that the five dimensional model might provide some useful suggestions for some aspects of a teacher education curriculum. The "ideology" might be developed consciously and incidentally through both formal and informal means. The effect of early and frequent exposure of students to the actual practice of the profession should not be overlooked in planning a program which is aimed at professionalization.

School administrators could similarly employ the five dimensional model as a rationale for leadership in the profession. It may also be that if school administrators were to examine those factors which are correlates of more positive professional role orientation, they might find some useful guidelines for decision making with respect to such things as school size, selection of staff, departmentalization and participation in the core-organization.

The model can also provide a rationale for programs of in-service education conducted by school administrators and specialist councils of the A.T.A. It is apparent that stressing knowledge of subject matter or teaching methods is not a sufficient condition for continuing education of teachers.

It should be noted that although the five dimensions were conceptualized as being rather discrete from each other there may be important interrelationships among them and

within each of the dimensions. For example, an orientation to knowledge may imply that a teacher is interested in knowledge for its own sake or for the sake of the service that it can provide to students. Similarly, core-organizationalists may be interested in the A.T.A. primarily for the political power they see in it, or for the sense of power it provides for them, or as a medium of service to education in the province. Service may be viewed as service to individual students or as service to society. Service to society may further be viewed as a maintenance or a change function. High orientation to the core-organization may imply a high interest in the professionalization movement and not the formal organization at its core. The colleague-profession implies orientation to individuals as well as to the group and the student-autonomy dimension may refer to either orientation to students or to the decisions related to students. It is apparent that each of the dimensions may have sub-dimensions with it and still be discrete from other dimensions.

The evidence provided for the existence of a professional role orientation continuum should encourage educators to be patient with what might appear to be lack of progress in the professionalization of teaching. It appears that forces at work in Alberta education during the past number of years -- larger schools, increased average teacher education,

more experienced staffs, departmentalization and its attendant specialization, provision of special services, recruitment of mature people from other occupations and the increased interest of The Alberta Teachers' Association in professional development activities, to mention only a few, -- although segmenting the occupation, have actually been moving it along the professional continuum.

A rather important implication of the study is suggested by the conceptualization of role orientation. It is important for school administrators, and perhaps others, to be aware of the fact that so called "professional behavior" is a result of the interaction of several role orientations, one of which is the professional role orientation. The orientation to the organizational role is one for consideration of school administrators and the community role orientation is of importance to those school board members who are interested in retaining teachers in various kinds of communities. The possible consequences of conflict between these various role orientations should not be overlooked.

This study has implied that it is possible to employ an instrument such as the PROS to investigate teacher professionalism. Although it has been shown that such an instrument, which can with some degree of validity and reliability document the nature of teachers' professional role orientation,

is available, the implication of the study is that the instrument should receive further development and improvement.

Implications for Further Research

There are several broad approaches to further research suggested by this study.

1. Since one of the reasons for concern regarding teacher professionalism is its implications for status -- and consequently for recruitment -- in our society, an obvious area of investigation is the comparison of orientations of teachers with those of the established professions, and perhaps with the non-professions. Those occupations that are clearly accepted as professions could be employed to further validate the instrument in a comparison with occupations which are clearly non-professions. The conceptual framework suggests that it ought to be possible to alter the instrument in such a way as to make it applicable to other vocational groups without making it so general as to be meaningless.

2. Since our society tends to value action and production, the relationship of professional role orientation to teacher effectiveness and evaluation of competence would appear to be a likely area for research. The study of differential relationship of professional role orientations and other role orientations to teacher effectiveness appears to

be a possibility.

3. The study suggests that the teaching occupation may have come to the stage of its development when some systematic analysis of the state of professionalism and the professionalization movement to date might be useful. Such an analysis could serve to guide future action directed at professionalization and as a basis for future comparison.

4. The effect of segmentation on unity within the A.T.A. may be of some importance. An analysis of this effect on the Association as a formal organization is suggested as a possible investigation.

5. Research which is more directly related to the present study might undertake to make a less gross analysis of variable relationships than was possible in an exploratory study such as this one. An analysis which considered the effect of combinations of variables should be undertaken. Also, inter-group rather than only in-group analysis is suggested. Finally, improvements in the scale through further item selection and analysis, validation and reliability checks should be undertaken if the scale is to receive further use.

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APPENDIX A

TEACHER OPINION QUESTIONNAIRE

13340 - 110A Avenue

Edmonton, Alberta

March 14, 1966

Dear Colleague:

I am taking the liberty of attaching a questionnaire which is part of a research project investigating opinions of Alberta teachers. Although I expect that the results of the research may have implications for various educational organizations, the project is primarily part of my program of graduate study at the University of Alberta.

At the present time I am on leave from my position as Executive Assistant with the A.T.A. and am working toward the Ph.D. degree. This project has the approval of the Association. Your name was selected at random from among the approximately 17,000 Alberta teachers. I earnestly solicit your cooperation in completing this questionnaire. Please use the stamped self-addressed envelope to return it as soon as possible. It would be extremely helpful if this could be done within *one week*. Your responses are assured complete anonymity; please do not sign the questionnaire.

May I express my sincere thanks in advance. I know extremely well the demands that are made on your time and therefore am especially grateful for your cooperation.

Very sincerely yours,

Nicholas P. Hrynyk

Teacher Opinion Questionnaire

Teacher Opinion Section

INSTRUCTIONS: Please indicate the degree to which you personally agree or disagree with each of the statements below by checking (✓) the appropriate box at the right of each set of responses. **Work rapidly.** First reactions are important. Please react to every item whether or not you feel that you have enough information.

1 - 4. For data analysis

5. It is vital to his effectiveness that a teacher should possess a thorough knowledge of his subject matter.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

6. Teachers should be evaluated primarily on the basis of their ability to communicate knowledge.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

7. Persons should be allowed to teach in Alberta even if their total education is less than that required for a B.Ed.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

8. Persons who do not meet the present Alberta certification requirements should be allowed to teach because of the teacher shortage.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

9. A teacher's practice should be based primarily on his acquaintance with educational literature and research.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

10. Knowledge of educational theory is vital for effective teaching.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

11. Teachers should not be expected to give after-hours instruction to pupils who are not doing well in their school work.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

12. I would rather teach than do anything else for a living.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

13. Because of what I am able to do for society, I would continue to teach even if I could earn more money at another vocation.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

14. A teacher should be prepared to devote the whole of his working lifetime to the occupation of teaching.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

15. A teacher should encourage as many of his students as possible to enter teaching as a vocation.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

16. A teacher should promote what he deems to be needed social changes through his contact with students in schools.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

- 17.** Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 18.** I do not feel that I am a real integral part of the provincial Association.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 19.** If I had the choice I would not belong to The Alberta Teachers' Association at the provincial level.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 20.** Only the A.T.A. should speak for all teachers on professional matters.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 21.** In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial authority or agency, the teacher owes his prime loyalty to the A.T.A.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 22.** The Alberta Teachers' Association is the best body to oversee the enforcement of a code of ethics for teachers.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 23.** Teachers should try to live up to what they think are the standards of the profession even if the administration or the community does not seem to respect these same standards.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 24.** The degree of respect that it commands from other teachers around the province is not a major criterion of a good school.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 25.** Teachers should subscribe to and read the major professional journals.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 26.** A teacher should not try to put what he believes to be standards and ideals of good teaching into practice if the procedures of the school prohibit them.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 27.** A teacher should be a member of at least one specialist council and should take an active part in it.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 28.** A teacher should not give more consideration to the views of other teachers than to those of the public.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 29.** Unless a teacher is satisfied that it is best for the student, a teacher should not do anything which someone else tells him to do.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 30.** A teacher should not do anything that may jeopardize the interests of his students, regardless of whos gives the directive or what school rules state.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 31.** Small matters should not have to be referred to someone higher up for a final answer.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 32.** The ultimate authority over the major educational decisions should be exercised by qualified teachers.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 33.** Decisions concerning textbooks, references and courses of study should be made by teachers or groups of teachers and not by the Department of Education.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 34.** Teachers should not be any more concerned than they are at present about the adequacy of the schools' programs for all students.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 35.** Teachers should have the full rights of collective bargaining for determining their salaries and working conditions.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 36.** Teachers should have the legal right to strike.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 37.** Salary scales for teachers should be partially based on "merit" as determined by some evaluation procedure.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 38.** Teachers should protest against working conditions which do not meet the minimum standards established by the teaching profession.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 39.** The teaching profession should not be overly concerned about being represented on curriculum committees of the Department of Education or of local school systems.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 40.** Two years of professional preparation is quite adequate for permanent certification.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 41.** Major responsibility for the certification of teachers should not rest with the teaching profession.

Agree ----- ☐ 2
 Agree strongly ----- ☐ 1
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 42.** The maintenance of professional discipline should be solely the function of the teaching profession.

Agree ----- ☐ 2
 Agree strongly ----- ☐ 1
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 43.** A major goal of the teaching profession should be to improve the public image of the profession.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

- 44.** The teaching profession should forget about trying to create a good public image and concentrate on more important matters.

Agree strongly ----- ☐ 1
 Agree ----- ☐ 2
 Undecided ----- ☐ 3
 Disagree ----- 4 ☐
 Disagree strongly ----- 5 ☐

45. Most of the recent presidents of the provincial Association attempted to give good and honest leadership.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

46. In general I am not satisfied with the leadership provided by the Executive Council of the provincial Association.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

47. In general the employed staff officers of the Association provide very competent service.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

48. Most of the recent presidents of the provincial Association were very capable persons.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

49. The members of the Executive Council of the provincial Association attempt to exercise too much control over the membership.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

50. The Executive Council of the provincial Association is not very effective in conducting the affairs of the provincial Association.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

51. The executive of the A.T.A. Local Association of which I am a member is not very effective in conducting the affairs of the local.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

52. In general I am not satisfied with the leadership provided by the executive of the Local Association of which I am a member.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

53. Most of the recent presidents of the Local Association of which I am a member were very capable persons.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

54. The elected officers of the Association have a high level of integrity.

Agree strongly ☐ 1
 Agree ☐ 2
 Undecided ☐ 3
 Disagree 4 ☐
 Disagree strongly 5 ☐

Educational - Personal Information Section

INSTRUCTIONS: Please check (✓) the response to each item which provides the correct information about you. Please respond to **all** items.

55. Sex

- Male ☐ 1
Female ☐ 2

56. Marital Status

- Single ☐ 1
Married ☐ 2
Other ☐ 3

57. Ethnic Origin (as for census)

- British ☐ 1
French ☐ 2
German ☐ 3
Ukrainian ☐ 4
Polish ☐ 5
Other European ☐ 6
Other (specify) ☐ 7

58. Years of teacher education (as per evaluation for salary).

- Less than one year ☐ 1
1.0 - 1.9 ☐ 2
2.0 - 2.9 ☐ 3
3.0 - 3.9 ☐ 4
4.0 - 4.9 ☐ 5
5.0 - 5.9 ☐ 6
6.0 - 6.9 ☐ 7
7.0 or more ☐ 8

59. Do you hold a bachelor's degree, other than the B.Ed.?

- Yes ☐ 1
No ☐ 2

60. Did you receive a university degree in another field before taking teacher education?

- Yes ☐ 1
No ☐ 2

61. Did you transfer to a teacher education program from some other university program before completing it?

- Yes ☐ 1
No ☐ 2

62. Did you attend a normal school or teachers' college before attending university?

- Yes ☐ 1
No ☐ 2

63. Did you enter teaching for the first time after working in another vocation (include housewife)?

- Yes ☐ 1
No ☐ 2

64. Did you re-enter teaching after working in some other vocation for more than five years (include housewife)?

- Yes ☐ 1
No ☐ 2

65. Where did you receive your first teaching certificate?

- Alberta ☐ 1
Saskatchewan ☐ 2
Manitoba ☐ 3
Other Canadian province (specify) ☐ 4
Other British Commonwealth country (specify) ☐ 5
United States ☐ 6
Other (specify) ☐ 7

66. What is your total teaching experience including this year?

- One year or less ☐ 1
2 - 3 years ☐ 2
4 - 6 years ☐ 3
7 - 9 years ☐ 4
10 - 12 years ☐ 5
13 - 17 years ☐ 6
18 - 21 years ☐ 7
22 or more years ☐ 8

67. What is your present position?

- Teacher in elementary grades ☐ 1
Teacher in junior high school grades ☐ 2
Teacher in senior high school grades ☐ 3
Principal teaching more than half time ☐ 4
Principal teaching half time or less ☐ 5
Vice-principal teaching more than half time ☐ 6
Vice-principal teaching half time or less ☐ 7
Specialist not assigned to regular classroom (e.g.: librarian, counsellor) ☐ 8
Other (specify) ☐ 9

68. What is the area of specialization in which you are currently teaching?

- Mathematics ☐ 1
Social Studies ☐ 2
Science ☐ 3
English ☐ 4
Modern and classical language ☐ 5
Ind. Arts, H.Ec., Fine Arts, Business Ed., Phys. Ed. ☐ 6
Guidance ☐ 7
Vocational Education ☐ 8
Other or none (specify) ☐ 9

69. What is the number of full time teachers, including the principal and vice-principal, on the staff of the school in which you are teaching?

- 1 - 4 ☐ 1
5 - 9 ☐ 2
10 - 14 ☐ 3
15 - 19 ☐ 4
20 - 24 ☐ 5
25 - 34 ☐ 6
35 - 44 ☐ 7
45 or more ☐ 8

70. What is the type of school unit by which you are employed?

- School division or rural county ☐ 1
 City public school district ☐ 2
 City separate school district ☐ 3
 Town or village catholic separate or
 public school district ☐ 4
 Town or village protestant separate or
 public school district ☐ 5
 Other (specify) ☐ 6

71. Are you a member of the provincial A.T.A. Executive Council or of a provincial committee of the A.T.A.?

- Yes ☐ 1
 No ☐ 2

72. Are you a member of the A.T.A. Local executive/and/or council?

- Yes ☐ 1
 No ☐ 2

73. Are you a member of the A.T.A. Local education, research or professional development committee?

- Yes ☐ 1
 No ☐ 2

74. Are you a member of the A.T.A. Local economic policy committee?

- Yes ☐ 1
 No ☐ 2

75. Are you a member of an A.T.A. specialist council?

- Mathematics, Science, English or
 Social Studies council ☐ 1
 Council on School Administration ☐ 2
 Guidance Council ☐ 3
 Other (specify) ☐ 4

76. How many meetings of the A.T.A. Local did you attend?

- All of them ☐ 1
 Most of them ☐ 2
 Few of them ☐ 3
 None of them ☐ 4

APPENDIX B

PILOT STUDY MATERIALS AND TABLES

INSTRUCTIONS FOR PILOT STUDY

Please follow these instructions in the order indicated.

1. Be certain the number on the questionnaire corresponds with the number opposite your name on the professional rating sheet.
2. Please respond to all items of the questionnaire.
3. Note any criticisms of the wording of items on the questionnaire sheets.
4. Complete the professional rating for your school by checking the names of the half of your staff that you deem to be most professional in terms of the definition provided.
5. Detach the stapled list of names and destroy it.
6. Return the questionnaire in the sealed envelope to the principal who will forward it to the researcher.

Note to Teachers in pilot sample:-

I offer my thanks for your cooperation and efforts. I trust that this effort will prove to be of the greatest personal benefit to me, but may also help in pointing some directions for the professional growth of teachers in Alberta.

Respectfully yours,



Nicholas Hrynyk

PROFESSIONAL ROLE ORIENTATION OF ALBERTA TEACHERS

Part I: Personal - Educational Information

Please check the response to each item which provides the correct information about you.

1-4 For data analysis.

5. Sex
 1. Male 1. _____
 2. Female 2. _____
6. Marital Status
 1. Single 1. _____
 2. Married 2. _____
 3. Other 3. _____
7. Religious Denominational Affiliation
 1. United Church 1. _____
 2. Anglican 2. _____
 3. Other Protestant 3. _____
 4. Roman Catholic 4. _____
 5. Other (specify) _____ 5. _____
8. Ethnic Origin (as used for census purposes)
 1. British 1. _____
 2. French 2. _____
 3. German 3. _____
 4. Ukrainian 4. _____
 5. Other European 5. _____
 6. Other (specify) _____ 6. _____
9. Years of Teacher Education (as per evaluation for salary purposes)
 1. Less than one year 1. _____
 2. 1.0 - 1.9 2. _____
 3. 2.0 - 2.9 3. _____
 4. 3.0 - 3.9 4. _____
 5. 4.0 - 4.9 5. _____
 6. 5.0 - 5.9 6. _____
 7. 6.0 - 6.9 7. _____
 8. 7.0 or over 8. _____
10. Do you hold a university degree which is preparation for another vocational field? (e.g.: agriculture, engineering, botany, physics.) Do not include general arts and science degrees.
 1. Yes (specify) _____ 1. _____
 2. No 2. _____

11. Do you hold a general arts or science degree which is not preparation for a particular vocation?
1. Yes 1. _____
2. No 2. _____
12. Did you receive a university degree in another field before taking teacher education?
1. Yes 1. _____
2. No 2. _____
13. Did you transfer to a teacher education program from some other course before completing it?
1. Yes 1. _____
2. No 2. _____
14. Did you attend a normal school or teachers' college before attending university?
1. Yes 1. _____
2. No 2. _____
15. Did you enter, or re-enter, teaching after working in some other vocation for more than five years.
1. Yes 1. _____
2. No 2. _____
16. If the response to item 15 is "yes", what category of occupation did you leave?
1. Professional or managerial 1. _____
2. Clerical or sales 2. _____
3. Service occupation 3. _____
4. Agriculture, fishery or forestry 4. _____
5. Skilled occupation 5. _____
6. Semi-skilled occupation 6. _____
7. Unskilled occupation 7. _____
8. Armed Forces 8. _____
9. Housewife 9. _____
17. Where did you receive your first teaching certificate?
1. Alberta 1. _____
2. Saskatchewan 2. _____
3. Manitoba 3. _____
4. Other Canadian province 4. _____
(specify) _____
5. Other British Commonwealth country 5. _____
(specify) _____
6. United States 6. _____
7. Other (specify) _____ 7. _____

18. What is your total teaching experience including this year?
- | | |
|---------------------|----------|
| 1. One year or less | 1. _____ |
| 2. 2 - 3 | 2. _____ |
| 3. 4 - 6 | 3. _____ |
| 4. 7 - 9 | 4. _____ |
| 5. 10 - 12 | 5. _____ |
| 6. 13 - 17 | 6. _____ |
| 7. 18 - 21 | 7. _____ |
| 8. 22 or more | 8. _____ |
19. If you have not taught continuously since receiving your teaching certificate, what was the length of the last gap in your service? (Give to the nearest whole year.)
- | | |
|-----------------------|----------|
| 1. 1 - 2 years | 1. _____ |
| 2. 3 - 4 years | 2. _____ |
| 3. 5 - 6 | 3. _____ |
| 4. 7 - 8 | 4. _____ |
| 5. 9 - 10 | 5. _____ |
| 6. 11 - 15 | 6. _____ |
| 7. 16 - 20 | 7. _____ |
| 8. More than 20 years | 8. _____ |
20. How many years have you attended university during the regular winter session?
- | | |
|----------------|----------|
| 1. One year | 1. _____ |
| 2. 2 - 3 | 2. _____ |
| 3. 3 - 4 | 3. _____ |
| 4. 5 - 6 | 4. _____ |
| 5. More than 6 | 5. _____ |
21. What is your present position?
- | | |
|---|----------|
| 1. Teacher in elementary grades | 1. _____ |
| 2. Teacher in junior high school grades | 2. _____ |
| 3. Teacher in senior high school grades | 3. _____ |
| 4. Principal teaching more than half time | 4. _____ |
| 5. Principal teaching half time or less | 5. _____ |
| 6. Vice-principal teaching more than half time | 6. _____ |
| 7. Vice-principal teaching half time or less | 7. _____ |
| 8. Specialist not assigned to a regular classroom (e.g.: librarian, counsellor) | 8. _____ |
| 9. Other (specify) _____ | 9. _____ |
22. What is your curriculum specialization by training or interest?
- | | |
|----------------------------------|----------|
| 1. Mathematics | 1. _____ |
| 2. Science | 2. _____ |
| 3. Social studies | 3. _____ |
| 4. English | 4. _____ |
| 5. Modern and classical language | 5. _____ |
| 6. Fine arts | 6. _____ |
| 7. Industrial Arts or H. Ec. | 7. _____ |
| 8. Vocational education | 8. _____ |
| 9. Other (specify) _____ | 9. _____ |

23. What is the number of full time teachers, including the principal and vice-principal, on the staff of which you are a member?
- | | |
|---------------|----------|
| 1. 1 - 4 | 1. _____ |
| 2. 5 - 9 | 2. _____ |
| 3. 10 - 14 | 3. _____ |
| 4. 15 - 19 | 4. _____ |
| 5. 20 - 24 | 5. _____ |
| 6. 25 - 34 | 6. _____ |
| 7. 35 - 44 | 7. _____ |
| 8. 45 or more | 8. _____ |
24. What is the grade organization of the school in which you teach? (Give the best approximation.)
- | | |
|-------------------|----------|
| 1. Grades 1 - 12 | 1. _____ |
| 2. Grades 1 - 9 | 2. _____ |
| 3. Grades 1 - 6 | 3. _____ |
| 4. Grades 1 - 10 | 4. _____ |
| 5. Grades 7 - 12 | 5. _____ |
| 6. Grades 7 - 9 | 6. _____ |
| 7. Grades 9 - 12 | 7. _____ |
| 8. Grades 10 - 12 | 8. _____ |
25. What is the type of community in which the school is located?
- | | |
|---------------------------------------|----------|
| 1. Large city (Edmonton or Calgary) | 1. _____ |
| 2. Other city | 2. _____ |
| 3. Town (population 700 or over) | 3. _____ |
| 4. Village (population less than 700) | 4. _____ |
| 5. Rural area | 5. _____ |
26. What is the type of school unit, by which you are employed?
- | | |
|--|----------|
| 1. School division or county | 1. _____ |
| 2. City public school district | 2. _____ |
| 3. City separate school district | 3. _____ |
| 4. Town or village catholic separate or public school district | 4. _____ |
| 5. Town or village protestant separate or public school district | 5. _____ |
| 6. Other (specify) _____ | 6. _____ |
27. Are you a member of the provincial A.T.A. Executive Council or of a provincial committee?
- | | |
|--------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |
28. Are you a member of your local A.T.A. executive and/or council?
- | | |
|--------|----------|
| 1. Yes | 1. _____ |
| 2. No | 2. _____ |

29. Are you a member of your local education, research or professional development committee?
1. Yes 1. _____
2. No 2. _____
30. Are you a member of your local A.T.A. economic policy committee?
1. Yes 1. _____
2. No 2. _____
31. Are you a member of a specialist council?
1. Mathematics, Science, English, or Social Studies Council 1. _____
2. Council on School Administration 2. _____
3. Guidance Council 3. _____
4. Fine Arts, I.A.V.E.C., M.C.L.C. 4. _____
5. Other (specify) _____ 5. _____
32. How many meetings of your local of The Alberta Teachers' Association do you attend?
1. All of them 1. _____
2. Most of them 2. _____
3. About half of them 3. _____
4. Few of them 4. _____
5. None of them 5. _____

Part II; Professional Role Orientation

Please indicate the degree to which you personally agree or disagree with each of the statements below by checking the appropriate response in the space at the right. (SA - Strongly Agree; A - Agree; U - Undecided; D - Disagree; SD - Strongly Disagree.) Work rapidly. First reactions are important. Please react to every item whether or not you feel that you have enough information to make a judgment.

- | | SA | A | U | D | SD |
|---|-------|-------|-------|-------|-------|
| 33. It should not be permissible for a teacher to violate rules even if it is felt that the best interests of the student will be served in doing so. | _____ | _____ | _____ | _____ | _____ |
| 34. Unless a teacher is satisfied that it is best for the student, a teacher should not do anything which the teacher is told to do. | _____ | _____ | _____ | _____ | _____ |

	SA	A	U	D	SD
35. A good teacher should not to anything that may jeopardize the interests of his students, regardless of who gives the directive or what the rules state.	_____	_____	_____	_____	_____
36. Teachers should be allowed to make their own decisions about problems that come up in the classroom.	_____	_____	_____	_____	_____
37. Small matters should not have to be referred to someone higher up for a final answer.	_____	_____	_____	_____	_____
38. The ultimate authority over the major educational decisions should be exercised by qualified teachers.	_____	_____	_____	_____	_____
39. Decisions concerning textbooks, references and courses of study should be made by teachers or groups of teachers and not by the Department of Education.	_____	_____	_____	_____	_____
40. Teachers should not be more concerned than they presently are about the adequacy of the schools' program for all students.	_____	_____	_____	_____	_____
41. Teachers should try to live up to what they think are the standards of the profession even if the administration or the community does not seem to respect these standards.	_____	_____	_____	_____	_____
42. The degree of respect that it commands from other teachers around the province is not a major criterion of a good school.	_____	_____	_____	_____	_____
43. Teachers should subscribe to and read the major professional journals.	_____	_____	_____	_____	_____
44. A teacher should not try to put his standards and ideals of good teaching into practice if the procedures of the school prohibit it.	_____	_____	_____	_____	_____

	SA	A	U	D	SD
45. A teacher should be a member of at least one specialist council and should take an active part in it.	_____	_____	_____	_____	_____
46. A teacher should consistently use the best educational practices even though the administration prefers other views.	_____	_____	_____	_____	_____
47. A teacher should not give more consideration to the views of other teachers than to those of the public.	_____	_____	_____	_____	_____
48. It is vital that a teacher should possess a knowledge of subject matter.	_____	_____	_____	_____	_____
49. Teachers should be evaluated primarily on the basis of their knowledge of the subject that they teach.	_____	_____	_____	_____	_____
50. Teachers should be evaluated primarily on the basis of their ability to communicate knowledge.	_____	_____	_____	_____	_____
51. Persons should be allowed to teach in Alberta even if they do not hold at least the equivalent of a B.Ed.	_____	_____	_____	_____	_____
52. In view of the teacher shortage, persons who do not meet Alberta certification requirements should be allowed to teach.	_____	_____	_____	_____	_____
53. A teacher who has earned superior grades while at university will not be a better teacher than one who earned average grades.	_____	_____	_____	_____	_____
54. A teacher's practice should be based primarily on his acquaintance with educational literature and research.	_____	_____	_____	_____	_____
55. Knowledge of educational theory is vital for effective teaching.	_____	_____	_____	_____	_____
56. Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong.	_____	_____	_____	_____	_____

		SA	A	U	D	SD
57.	I do not feel that I am a real integral part of the provincial Association.	_____	_____	_____	_____	_____
58.	If I had the choice I would not belong to The Alberta Teachers' Association at the provincial level.	_____	_____	_____	_____	_____
59.	Non-conformist members are given too much freedom by the Association.	_____	_____	_____	_____	_____
60.	The provincial association does not exercise enough control over educational matters in the province.	_____	_____	_____	_____	_____
61.	In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial authority or agency, the teacher owes his prime loyalty to the A.T.A.	_____	_____	_____	_____	_____
62.	All teachers should be subject to a common code of ethics or standards of professional conduct.	_____	_____	_____	_____	_____
63.	The Alberta Teachers' Association is not the best body to oversee the enforcement of a code of ethics for teachers.	_____	_____	_____	_____	_____
64.	Only the A.T.A. should speak for all teachers on professional matters.	_____	_____	_____	_____	_____
65.	Teachers should not be expected to give after hours instruction to pupils who are not doing well at their school work.	_____	_____	_____	_____	_____
66.	A teacher has no responsibility to promote needed changes in society through his contact with students in the classroom.	_____	_____	_____	_____	_____
67.	A teacher's primary responsibility is to serve the community in which he teaches.	_____	_____	_____	_____	_____

	SA	A	U	D	SD
68. The best way to produce social change is through the schools.	_____	_____	_____	_____	_____
69. I would rather teach than do anything else for a living.	_____	_____	_____	_____	_____
70. Because of what I am able to do for society I would continue to teach even if I could earn more money at another vocation.	_____	_____	_____	_____	_____
71. A good teacher should be interested in promotions even if they deny him the opportunity to work directly with children.	_____	_____	_____	_____	_____
72. The greatest satisfaction in teaching is seeing the success of former students.	_____	_____	_____	_____	_____
73. The most useful results of a teacher's work are the changes produced in young people.	_____	_____	_____	_____	_____
74. Only teachers can satisfy the educational needs of students.	_____	_____	_____	_____	_____
75. Teachers should be equally ready to work for any school board in the province wherever their services are needed.	_____	_____	_____	_____	_____
76. A teacher should be prepared to devote the whole of his working lifetime to the occupation of teaching.	_____	_____	_____	_____	_____
77. Canadian society would not be able to survive without the service of teachers.	_____	_____	_____	_____	_____
78. Every student, no matter what his social status or ability, should receive equal educational service from a teacher.	_____	_____	_____	_____	_____
79. A teacher should not encourage as many of his students as possible to enter teaching.	_____	_____	_____	_____	_____

Definition for Rating Colleagues'

Professionalism

A professional person is one whose practice is based on skills acquired after study of an esoteric body of theoretical knowledge. He is committed to teaching as an essential and altruistic vocation. He is concerned with providing impartial, indispensable and unique service to students. A professional teacher is active in his professional organization. He has a strong sense of identification with other teachers and is loyal to his profession. He views himself as being in a position of trust with respect to students. The responsibility involved in this position of trust leads him to demand autonomy with respect to decisions which are related to the educational welfare of students.

TABLE XXXIV
ITEMS SELECTED FOR KNOWLEDGE ORIENTATION
SUB-SCALE

Pilot study item No.	Mean Score High Group N=20	Mean Score Low Group N=20	Differ- ence*
48	4.55	4.20	0.30
50	4.00	3.45	0.55
51	2.55	2.10	0.45
52	3.90	3.35	0.55
54	3.35	2.70	0.65
55	4.05	3.25	0.80

*All differences significant beyond .05 level
(t test).

TABLE XXXV
ITEMS SELECTED FOR SERVICE ORIENTATION
SUB-SCALE

Pilot study item No.	Mean Score High Group N=20	Mean Score Low Group N=20	Differ- ences*
65	3.65	2.30	1.35
66 ¹	4.15	3.60	0.55
68 ¹	3.85	3.30	0.55
69	4.30	3.50	0.80
70	3.95	3.10	0.85
76	2.85	2.05	0.80
79	3.45	2.80	0.65

*All differences significant beyond .05 level (t test)

¹ Items 66 and 68 were combined into a single item in the final form of the sub-scale.

TABLE XXXVI

ITEMS SELECTED FOR PROFESSIONAL ORGANIZATION
ORIENTATION SUB-SCALE

Pilot study item No.	Mean Score High Group N=20	Mean Score Low Group N=20	Differ- ence*
56	4.35	3.45	0.90
57	3.50	2.85	0.65
58	4.50	3.75	0.75
61	4.35	3.30	1.05
63	4.50	3.45	1.05
64	3.45	2.80	0.65

*All differences significant beyond .05 level
(t test).

TABLE XXXVII
ITEMS SELECTED FOR COLLEAGUE-PROFESSION
ORIENTATION SUB-SCALE

Pilot study item No.	Mean Score High Group N=20	Mean Score Low Group N=20	Differ- ence*
41	4.50	4.20	0.30
42	3.55	2.80	0.75
43	4.60	3.70	0.90
44	3.85	2.85	1.00
45	4.15	3.45	0.70
47	4.10	3.75	0.35

*All differences significant beyond .05 level
(t test).

TABLE XXXVIII
ITEMS SELECTED FOR STUDENT-AUTONOMY
ORIENTATION SUB-SCALE

Pilot study item No.	Mean Score High Group N=20	Mean Score Low Group N=20	Differ- ences*
34	3.25	2.80	0.45
35	3.70	3.40	0.30
37	4.50	4.00	0.50
38	4.00	3.55	0.45
39	3.85	3.45	0.40
40	4.35	3.80	0.55

*All differences significant beyond .05 level
(t test).

APPENDIX C

STUDY SAMPLE

TABLE XXXIX

COMPARISON OF STUDY SAMPLE TO ALBERTA
TEACHER FORCE* BY PERCENTAGES

Variable	Classifi- cation	General Sample	Alberta Teacher Force ¹
Sex			
	Male	43.2	37.1
	Female	56.8	62.9
Years of Education			
	0 - 1.9	23.7	29.3
	2.0 - 3.9	28.5	30.2
	4.0 - 4.9	23.9	23.2
	5.0 or more	24.8	17.3
Years of Teaching Experience			
	1 or less	8.2	14.6
	2 to 6	29.9	28.0
	7 - 12	22.1	19.1
	13 or over	39.7	38.0

* These were the only variables on which comparable statistics were available. None of the differences reached the .05 level of significance on Chi-Square test.

¹ The Alberta Teachers' Association, Teacher Force Study. Unpublished Document, Edmonton: Alberta Teachers' Association, 1966.

APPENDIX D

LIST OF ITEMS INCLUDED IN EACH SUB-SCALE

KNOWLEDGE ORIENTATION ITEMS

ITEM NO.	SCORING
5. It is vital to his effectiveness that the teacher should possess a thorough knowledge of his subject matter.	Positive
6. Persons should be evaluated primarily on the basis of their ability to communicate knowledge.	Positive
7. Persons should be allowed to teach in Alberta even if their total education is less than that required for a B.Ed.	Reflected
8. Persons who do not meet the present Alberta certification requirements should be allowed to teach because of the teacher shortage.	Reflected
9. A teacher's practice should be based primarily on his acquaintance with educational literature and research.	Positive
10. Knowledge of educational theory is vital for effective teaching.	Positive

SERVICE ORIENTATION ITEMS

11. Teachers should not be expected to give after-hours instruction to pupils who are not doing well in their school work.	Reflected
12. I would rather teach than do anything else for a living.	Positive
13. Because of what I am able to do for society, I would continue to teach even if I could earn more money at another vocation.	Positive
14. A teacher should be prepared to devote the whole of his working lifetime to the occupation of teaching.	Positive

ITEM No.	SCORING
15. A teacher should encourage as many of his students as possible to enter teaching as a vocation.	Positive
16. A teacher should promote what he deems to be needed social changes through his contact with students in schools.	Positive

CORE-ORGANIZATION ORIENTATION ITEMS

17. Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong.	Positive
18. I do not feel that I am a real integral part of the provincial Association.	Reflected
19. If I had the choice I would not belong to The Alberta Teachers' Association at the provincial level.	Reflected
20. Only the A.T.A. should speak for all teachers on professional matters.	Positive
21. In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial authority or agency, the teacher owes his prime loyalty to the A.T.A.	Positive
22. The Alberta Teachers' Association is the best body to oversee the enforcement of a code of ethics for teachers.	Positive

COLLEAGUE-PROFESSION ORIENTATION ITEMS

23. Teachers should try to live up to what they think are the standards of the profession even if the administration or the community does not seem to respect these same standards.	Positive
--	----------

ITEM No.	SCORING
24. The degree of respect that it commands from other teachers around the province is not a major criterion of a good school.	Reflected
25. Teachers should subscribe to and read the major professional journals.	Positive
26. A teacher should not try to put what he believes to be standards and ideals of good teaching into practice if the procedures of the school prohibit them.	Reflected
27. A teacher should be a member of at least one specialist council and should take an active part in it.	Positive
28. A teacher should not give more consideration to the views of other teachers than to those of the public.	Positive

STUDENT-AUTONOMY ORIENTATION ITEMS

29. Unless a teacher is satisfied that it is best for the student, a teacher should not do anything which someone else tells him to do.	Positive
30. A teacher should not do anything that may jeopardize the interests of his students, regardless of who gives the directive or what school rules state.	Positive
31. Small matters should not have to be referred to someone higher up for a final answer.	Positive
32. The ultimate authority over the major educational decisions should be exercised by qualified teachers.	Positive

ITEM No.	SCORING
33. Decisions concerning textbooks, references and courses of study should be made by teachers or groups of teachers and not by the Department of Education.	Positive
34. Teachers should not be any more concerned than they are at present about the adequacy of the schools' programs for all students.	Reflected

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